Mathematics Curriculum

Teacher's Guide

Level: Prep

Term: I

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NOTE TO TEACHERS

1. Give thorough and detailed explanation of what is required to be done.
2. Use plenty of countless, buttons, bottle tops, flash cards and teacher made material.
3. House hold items such as empty boxes, tins and bottles can be used to reinforce concepts.
4. Encourage a child to think for himself or herself.
5. Show interest and involvement in each child's work.
6. Children gain pleasure and satisfaction from mathematical exercises or activities and this is enhanced when they share experiences with their peers.
7. Always introduce a new concept orally, first in group lessons through a prescribed exercise, flash cards, real objects charts, teacher made material.
8. Avoid giving the whole class workbooks to write in at the same time. Work with a group of children which will be easier to monitor while rest of the class can be involved in working with related teacher made material. Later switch the groups.
9. An organized teacher will have pre-appoint group leaders who will distribute sharpened lead pencils and a variety of sharpened coloured pencils on each table.
10. Always explain to the children in the group what is expected of them after the oral lessons and before and handing over the workbooks.
11. Detailed objectives will be explained once before the introduction of any new concept.
12. Always spend five minutes in oral drills of counting, backward counting, spelling of shapes and numbers.
13. Groups will introduce rotated.
14. To make Maths more interesting related topics and concepts with poems and sing them before introduction and after completion of work.

Formation of Groups

- Groups can be formed in many ways. Do make it a point to keep changing your technique as it will bring a newness to the activity and will also act as a tool for the social development of the children.
- Count randomly 1, 2, 3 ... to as many groups as you need. Mostly the number of groups mentioned here in the lesson plans is 2 or maximum 3. Place all the 1's together, 2's together and so on.
- You can also make gender groups of boys and girls if the numbers are equal.

Resource Material:

- Resource material should be laminated with plastic sheet.
- It should be properly placed in the class within the reach of children.
- All material should be properly labeled.

Displays:

- Create activity corner in the class.
- Charts should be placed at eye level.
- All the displays should be written in given writing formation
- Use one square for one number. Numbers should touch the bottom line of the square and they should be in the square box.

1	2
1	3

- Always use colour code for units and tens.i.e. green U (units) blue T (tens) red H (hundreds).

1. Number Line:

- Give the number line concept through different activities
- Draw a line on the floor with chalk and write numbers on it and ask children to stand or jump on the number which the teacher will call.
- Give each child a chance to move backward and forward on the number line in sequence.
- By drawing a number line on the black board.
- Say number in sequence in group.
- Show the flash cards of numbers randomly and ask numbers to the children.
- Tell them numbers till 9 are unit and we use U for unit and its colours code is green, from 10 to 99 are tens and we use T for tens and its colours code is blue, colours code of H is red.

2. Shapes:

- Introduction of shape will be done through real objects, flash card of written spelling of shape and its spelling. A corner of that specific shape will be created in the class. Learn the spelling in group.

- Related art activities will be done e.g. clay modeling of the introduced shapes.
- Crescent, pentagon – 5 sides, hexagon – 6 sides, quarter foil – flower shape. (These can be introduced as an extension in the farm of recognition and not written work.)

3. Number in words:

As children can recognize numbers symbols (1, 2, 3, ...) and have the concept of quantity 50 first of all show the flash card of number in figure and word, display it near the board. Learn the spelling in group.

4. Concepts:

- Before giving any concept, do an activity e.g. if we are giving concept of big and small, show a big object and a small object and tell then which is big and which is small. Make a bag containing different big and small things. Give each child a chance to pick out one object and tell weather it is big or small.
- They can make pairs of those things e.g. big ball, small bag, big car, small car etc.

5. What comes before/after/between (missing numbers):

- Hand flash cards with pegs on a string in the class in a sequence up till required number but in the beginning take numbers from 1 – 10
- Ask the children to say numbers in sequence, then in backward sequence.
- Then ask them to see and tell which number comes after 7, which number comes before 8 or which number comes in between 8 and 10 etc.
- You can utilize this activity to ask missing numbers too. Make another strip for this purpose and leave blanks on it.

6. Fraction:

Explain the concept with real objects or things e.g. take an apple. Tell them this is a whole apple. Now cut it into two half equal pieces and show them one half and say this is half. Two halves make one whole. Then cut the half into two pieces and tell them this a quarter. Two quarters make one half and four quarters make a whole.

You can make chart paper cut outs of whole, half, quarter of circle, square etc.

7. Backward counting:

- Draw number lines on the floor and write numbers up till 10 (in the beginning.) Ask a child to stand on 10 and then move back and say numbers like 10, 9, 8, 7, 6, 5, 4, 3, 2 & 1. All the children will do this activity.
- Rhyme of backward counting should be suing after this activity i.e. Ten green bottles ....

8. Sets:

- Give introduction through classifying things or objects of one type in set e.g. set of pencils, set of rubbers.
- Give them different things e.g. cars, busses, keys, vans and ask them to place the case thing in one place i.e. cars in one group, vans in another, keys in third group and busses in fourth group. Then tell them these are different sets of things.
- Make set of boys and girls.

9. Addition:

Make a set of boys and girls separately and tell them a set of boys and a set of girls. Then say both sets together. Do this activity of sets with other items e.g. a set of red pencils and a set of yellow pencils. Count then separately and then put them together (use the term put them together) and ask them how may altogether.

10. Teen and Ty Numbers:

Teen numbers are those which have sound in the end teen i.e. 13, 14, 15, 16, 17, 18 and 19. Here show them 1 ten (bar) and 3 units (3 loose beads) make 13, 1 ten (bar) and 4 units (4 loose beads) make 14 and so on.
Ty numbers are those which have sound in the end Ty i.e. 20, 30, 40, 50, 60, 70, 80 and 90. Here show them bar material 2 tens make 20, 3 tens 30 and so on.

This exercise is particularly helpful for children while learning sequential numbers and also in enforcing quantity with symbol. Children of this age group respond particularly well to this exercise and find it easy to move from concrete to abstract.

11. Subtraction:

- Give examples from class room environment e.g. take away one chair from a table of 4 chairs. How many left? Another example is of bottle caps give 10 bottle caps to a child and ask him to give 4 to another child and now ask how many bottle caps are left with you.
- Do the same with buttons, beads or any other real things.
- Display the flash cards containing these words subtraction, take away, less, more, how many left and the symbol of subtraction within the environment for easy access and sight reading of children.

12. Unit/Ten/Hundred:

Show them loose beads and tell them these are units and units are up till 9, then show them 1 bar of 10 and tell them it is one ten. Explain that ten bars or tens make one hundred. Here explain them the colours code of u it i.e. green, ten is blue, and for hundred is red.

13. Currency Note:

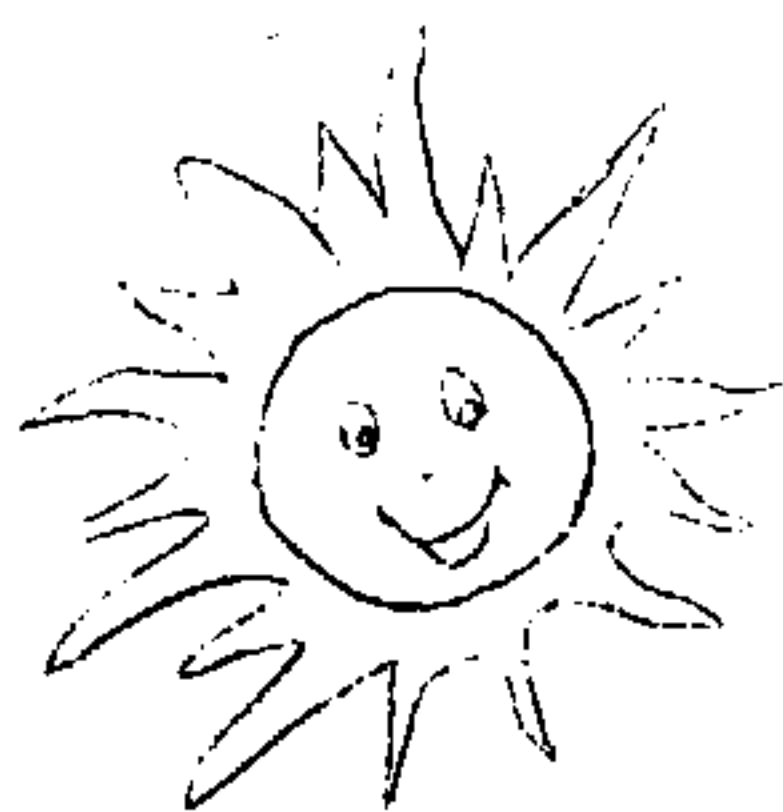
Show them real notes and then give them photocopies of those notes for colouring. Also display the coloured copy of notes in the class. Do shopping activity to clarify the value and concept of money.

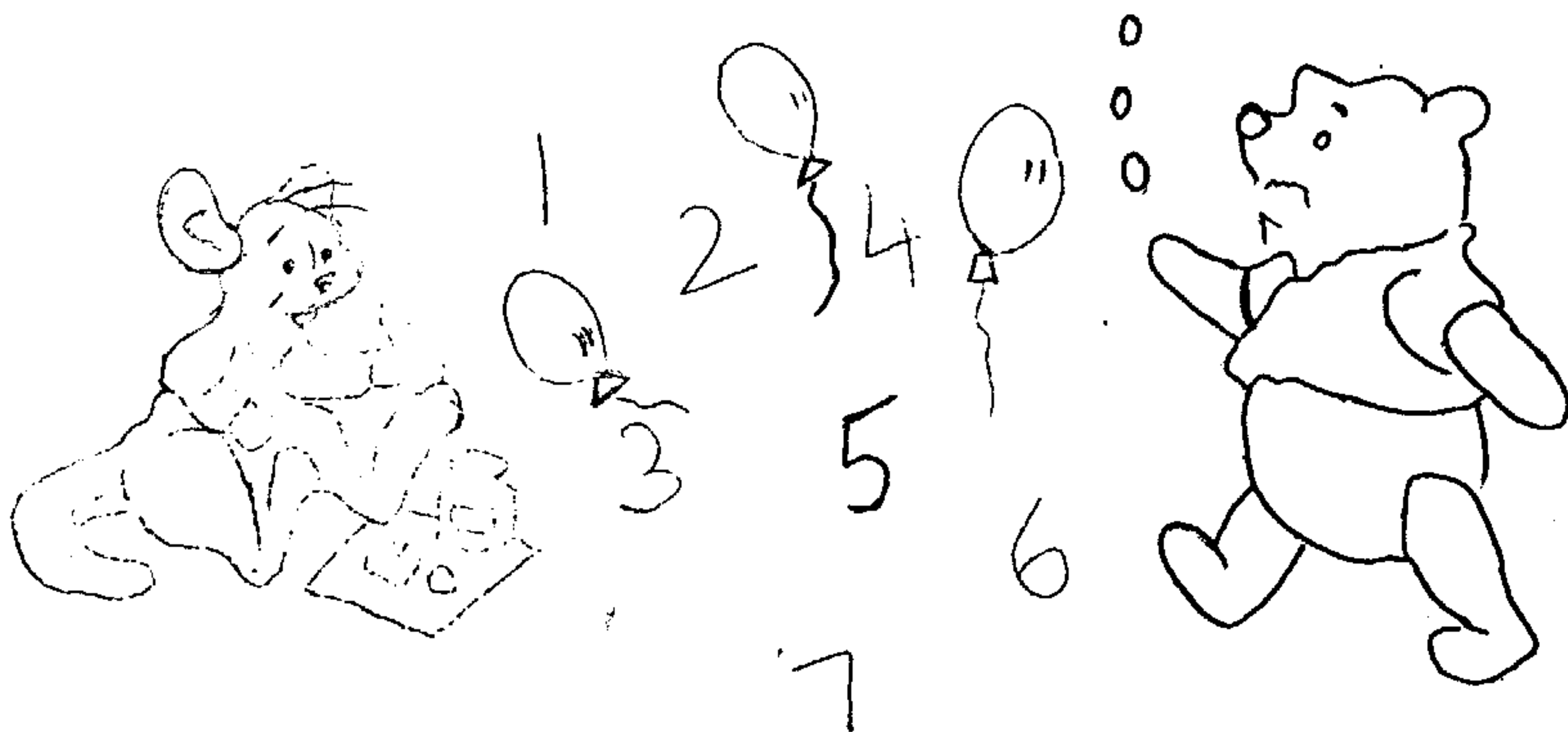
14. Time:

Show them a real or toy clock and ask

- What numbers are on its face?
- What number is on the top?
- What number is on the bottom?
- Cover up all the numbers and repeat.

Tell them a clock has two hands:

- Hour hand – short hand
- Minute hand – long hand

Number Writing Pattern

T	U		T	U		T	U
	1		1	1		2	1
	2		1	2		2	2
	3		1	3		2	3
	4		1	4		2	4
	5		1	5		2	5
	6		1	6		2	6
	7		1	7		2	7
	8		1	8		2	8
	9		1	9		2	9
1	0		2	0		3	0

Subject: Mathematics
Term: 1
Level: PREP

Wk	Topic/Concept	Verbal Communication	Written Work	Assessment
1	- Counting - Shape – circle - Number in word – one & two - Size – big/small - Concept of number line	- Counting 1 - 10 - Spelling of circle - Spelling of one & two - Learn the difference between big and small	- 1 – 10 - Writing, tracing & colouring of circle - Spelling of one & two Colouring in big/small	No
2	Reinforcement of - Counting - Shape - circle - Number of word – one & two - Size – big/small	- Counting 1 - 10 - Spelling of circle - Spelling of one & two - Size	- Counting 1 – 10 - Spelling of circle, square & one & two - Size	Yes
3	Introduction of - Counting Number in words – three & four - Shape - square Reinforcement of - Size – bigger/smaller - Counting 1 - 20	- Counting 1 – 20 - Spelling of three & four - Spelling of square - Learn the difference between bigger/ smaller	- Counting 1 – 20 - Spelling of three & four - Writing, tracing & colouring of square - Colouring of bigger/ smaller	Yes
4	Introduction of - What comes after - Number I word – five & six Introduction of - Counting - Shapes - Number in words - Sizes	- What comes after - Spelling of five & six - Counting 1 – 20 - Spelling of shapes & number - Sizes	- What comes after - Spelling of 1 – 6 - Counting 1 – 20 - Spelling of shapes - Sizes	Yes
5	Introduction of - Counting 1-30 - Shape - triangle - Long/short Reinforcement of - Counting - Number in words - Sizes	- Counting 1 – 30 - Spelling of introduced shapes - Learn the difference between long/short - Spelling of numbers	- Counting 1 – 30 - Spelling of triangle - Colouring & tracing of long/short	Yes

Wk	Topic/Concept	Verbal Communication	Written Work	Assessment
6	Introduction of - Spelling of seven - What comes before Reinforcement of - Join the numbers - Counting -Number in words - Shapes - What comes after	- Counting 1 – 40 - Spelling of seven - What comes before - Spelling of shapes	- Counting 1 – 30 - Spelling of seven - What comes after - Spelling of shapes	Yes
7	Introduction of - Counting - Spelling of oval - Longer/shorter Reinforcement of - Counting - Number in words - Missing numbers - Count and write	- Counting 1 – 40 - Spelling of shapes & numbers - Learn the difference between longer/ shorter	- Counting 1 – 40 - Spelling of oval & introduced shapes - Colouring in concept	Yes
8	All the introduced topics/concepts	Oral explanation of worksheets	Worksheets	Assessment week

Lesson Plan

Level: Prep
Term: 1
Week: 1
Day: 1 & 2
Periods: 2+1
Topic: Number line

1. **Objectives**: Children will be able to work on numbers horizontally (1-10)

2. **Function**: Jumping on numbers.

3. **Activity**: Singing a poem "one, two, three, four, five....once I caught a'

4. **Material**: Flash cards of numbers, chalk, work book. Audio cassette

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5. **Procedure**:

Day – 1:

Children are aware of numbers but still revise them once verbally, after they can read and recognize numbers now the following:

- Introduction through a number on the floor and black board.
- Draw a number line on the black board (1-10)
- Have the children repeat the sequence from 1-10.
- Show the children how to jump forward 1-10
- Ask each child to jump on numbers in a sequence and say the number aloud.
- Say number in sequence in group.
- Show the flash cards randomly.
- Sing poem of numbers.
- Tell them that numbers from 1-9 are unit and after 9 are called tens.

Poem

One, two, three, four, five
Once 1 caught a fish alive
Six, seven, eight, nine, ten
Then I let it go again
Why did you let it go?
Because it bit my finger so
Which finger did it bite?
This little finger on right
This little finger on right

Day – 2:

The children will write counting from 1-10 in workbook

Advice

Children must be instructed by the teacher that they must write only one digit per square and begin from one instead of 0 as per the given number writing pattern.

Teacher must draw the given worksheet on the board and then do sample writing before expecting students to follow.

It would be beneficial if the children first took turns to do the exercise on the board before the workbook.

Worksheet

Date: ____________________ Day: ________________

Level: Prep
Week: 1
Term: 1
Day: 2

Learn and write

	T	U		T	U		T	U	
		1							
		2							
		3							
		4							
		5							
		6							
		7							
		8							
		9							
	1	0							

Lesson Plan

Level: Prep
Term: 1
Week: 1
Day: 3 & 4
Periods: 1+1
Topic: Shape circle

1. **Objectives** Children will be able to recognize and learn the shape 'circle.'

2. **Function**: Learning of spelling of 'circle.'

3. **Activity**: Tracing and colouring.

4. **Material**: Bangle, key ring, finger & earring etc, * flash card, workbook.

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5. **Procedure**:

Day – 3:

- Show all things, which have circle shape one by one. Tell their name with its shape e.g. it is a bangle it has circle shape.
- Show the flash card.
- Ask the children names of different things, which have circle shape.
- Writing spelling of circle on the board.
- Learn its spelling in group by breaking the word into it's syllables i.e **cir** and **cle nad keep repeating it for easy comprehension.**
- You can utilize games period or any period in making of circle shape with clay (children will do this work individually.) They can also colour it with poster paint.

Day – 4:
The children will read, colour and trace the circle on their work books and revising the previous day's plan verbally and identifying the shape.

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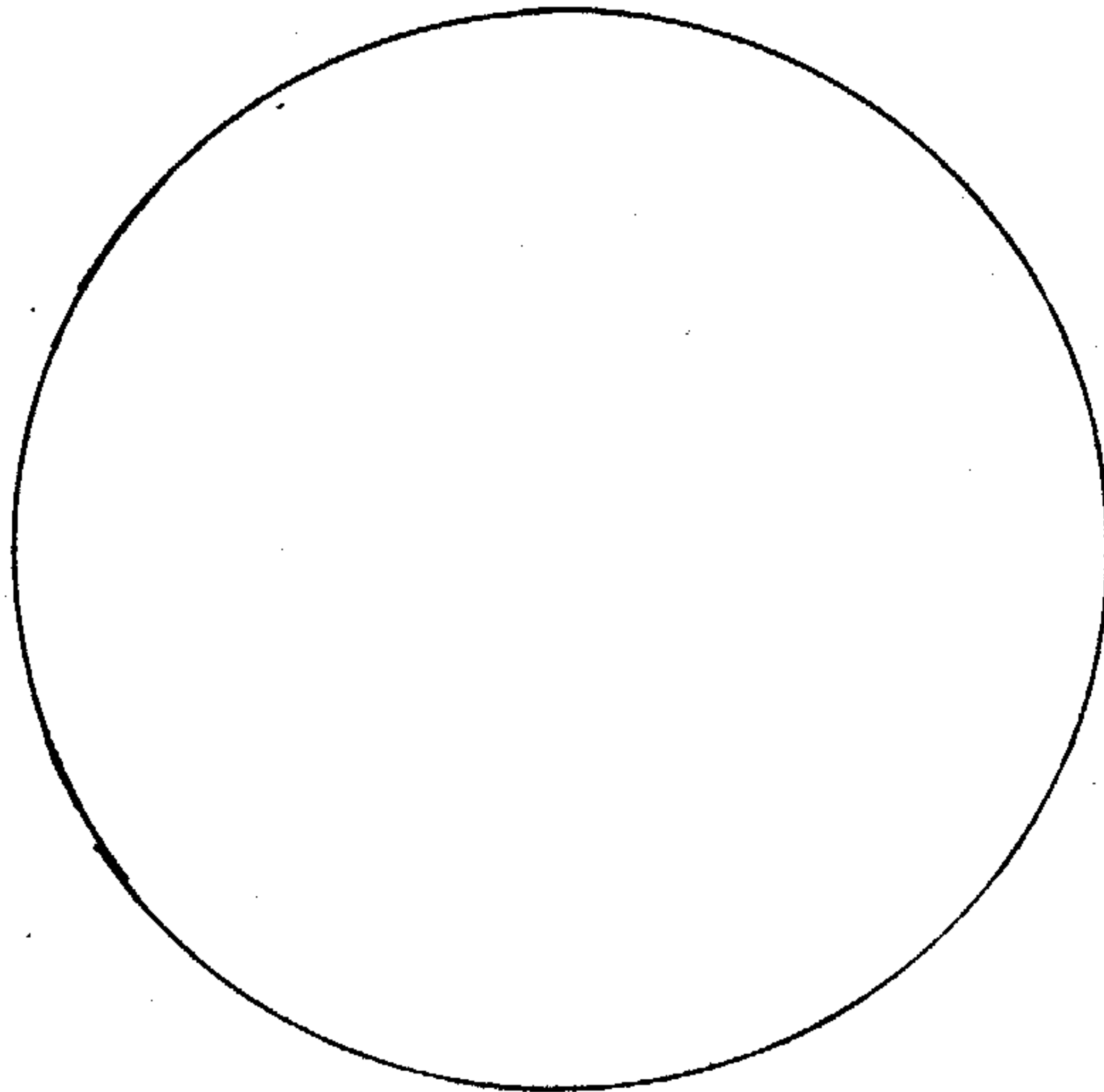
Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 1	Day: 4

Read and colour

circle

Trace

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 1	Day: 5

Learn and write

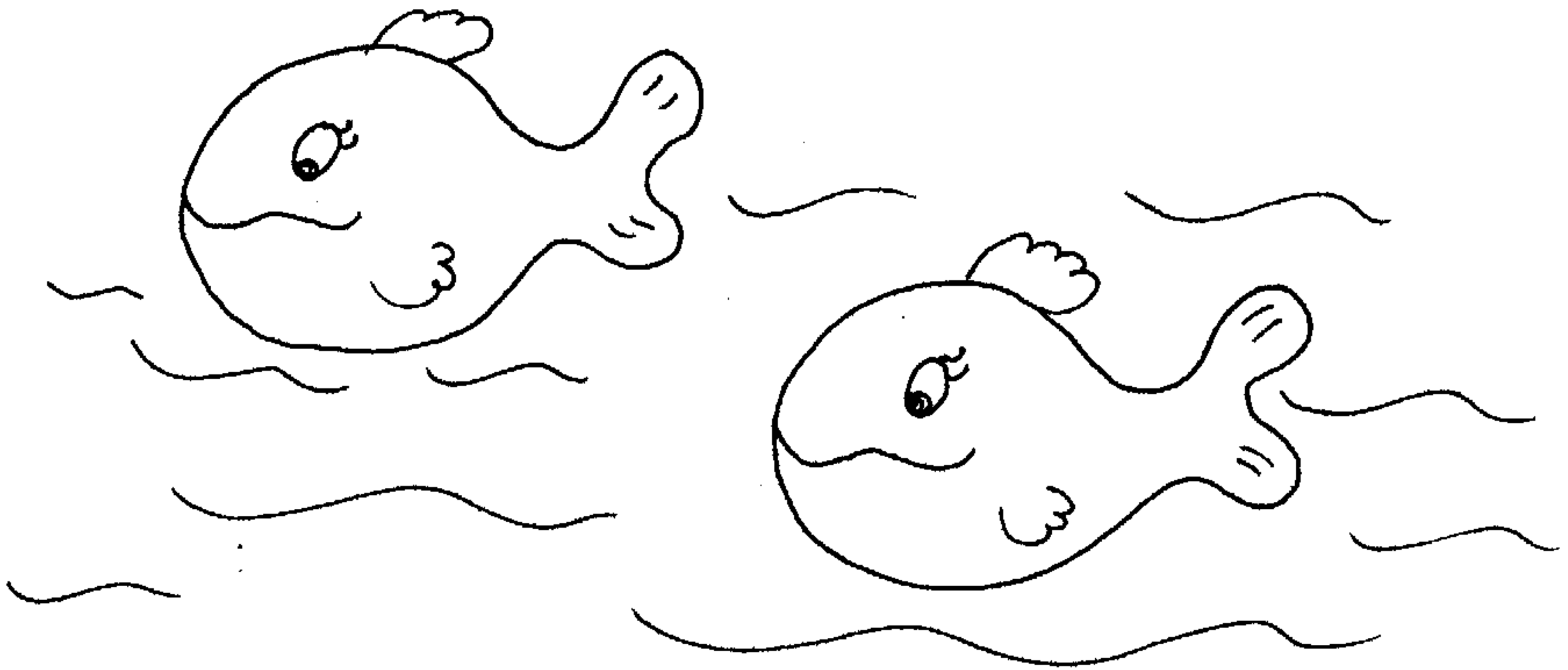
		1	-	o	n	e			

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 1	Day: 5

Write and learn

		2	-	t	w	o			

Lesson Plan

Level: Prep
Term: 1
Week: 1
Day: 6
Period: 1
Topic: Concept big/small - Assessment

1. **Objectives**: Children will be able to:
   - Understand the concert of size such as things, big/small.
   - Compare things according to the size.
2. **Function**: Colouring.
3. **Activity**: Sorting exercise.
4. **Material**: Workbook, black board, real objects for comparison such as books, ball, balloon, toy, car etc.

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5. **Procedure**:

- ➢ Prepare a shopping bag containing a range of big things such as block, boxes, ball, car and small things such buttons, beads, bottle caps etc. Ask the children to sort them out according to the sizes.
- ➢ Keep on repeating the vocabulary again and again as the children are sorting the material.
- ➢ Ask the children to say what is big and what is small and explain to them why they are so.
- ➢ Children can also make paintings e.g.
  Small ball – Big ball
  Small car – Big car etc.

After introduction the children will do their work in workbook.

Workbook:
Concept
Read and colour

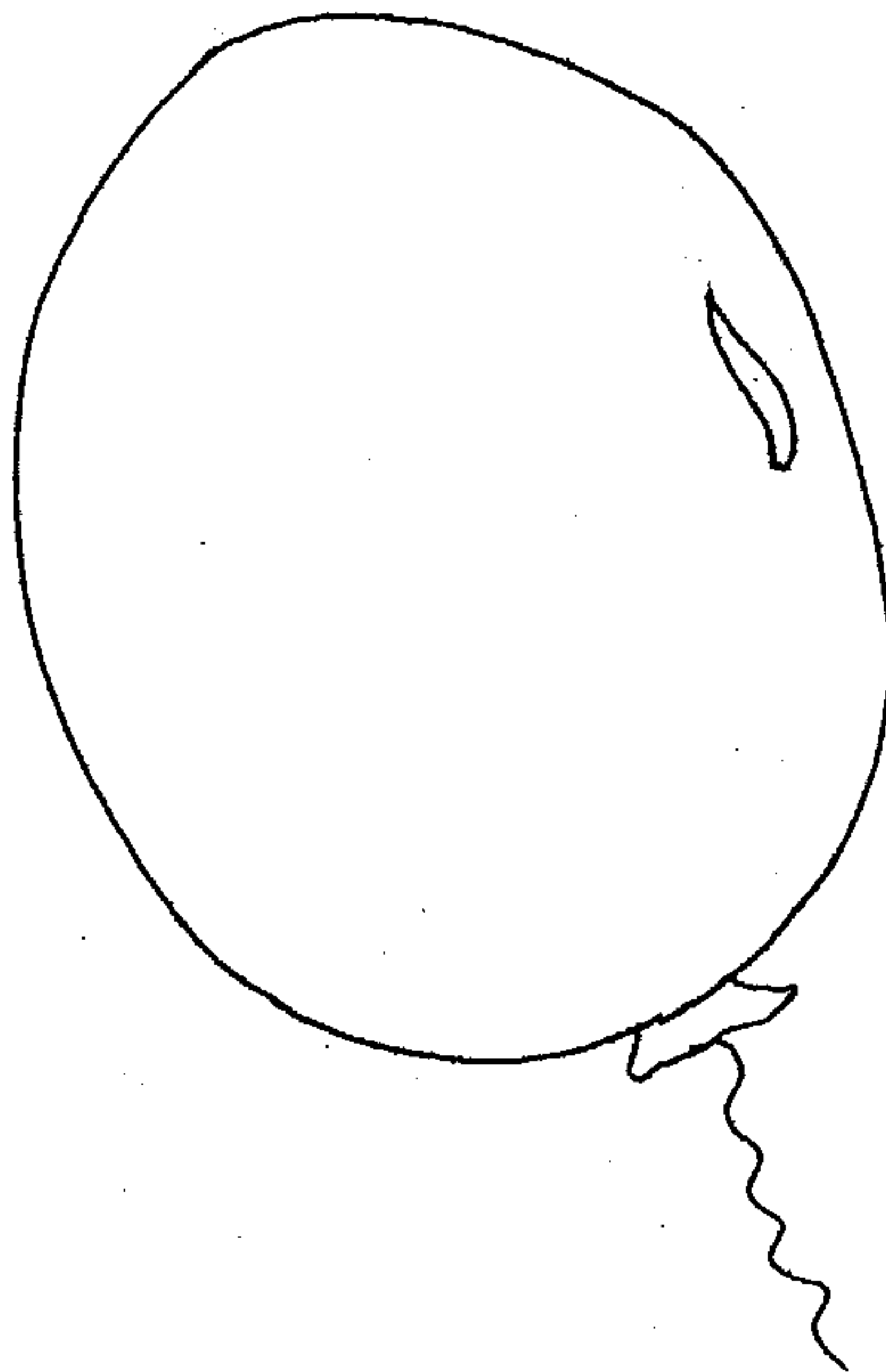
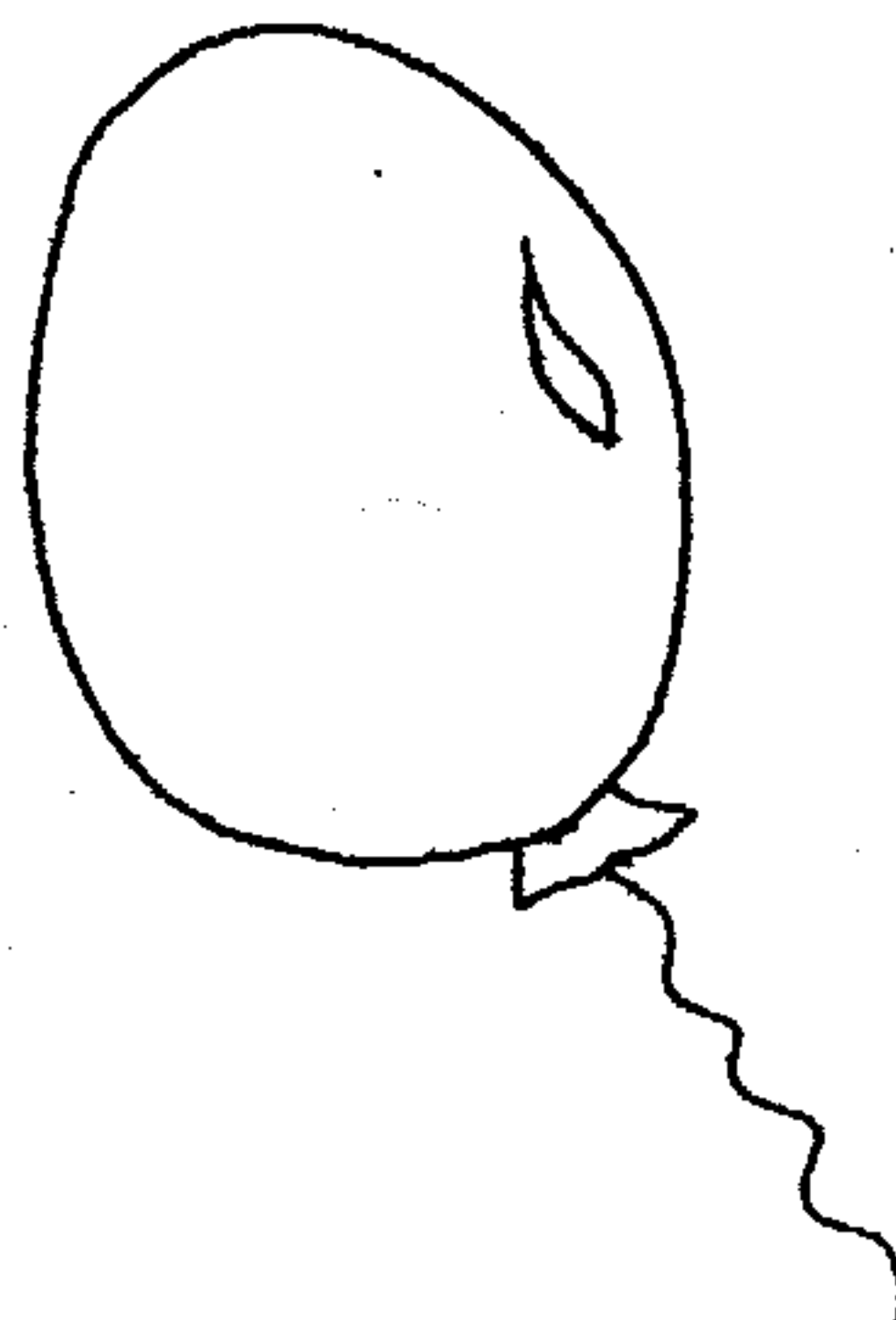
Worksheet

Date: ____________________ Day: ________________

Level: Prep Term: 1
Week: 1 Day: 6

Concept

Read and colour

big

small

Lesson Plan

Level: PREP
Term: 1
Week: 2

Topic/Concept	Verbal Communication	Written Work	Assessment
Reinforcement of - Counting - Shape - circle - Number of word – one & two - Size – big/small	- Counting 1 - 10 - Spelling of circle - Spelling of one & two - Size	- Counting 1 – 10 - Spelling of circle, square & one & two - Size	Yes

Lesson Plan

Level: Prep
Term: 1
Week: 2
Day: 1 & 2
Periods: 2+1
Topic: Counting 1-10

1. **Objective**: Children will be able to
   - Count in a proper sequence.
   - Recognize and identify numbers at random
2. **Function:** Writing.
3. **Activity:** Missing number, presentation of units and tens.
4. **Material**: Blackboard, work book, pencils, eraser, colours.

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5. **Procedure**:

Day – 1:

- Draw 10 apples on the black board tell one child to colour the first apple, asking the other children to count aloud as each apple is coloured.
- Counting of different material collected for this purpose.
- Counting of objects in the classroom i.e. crayons, chairs, table and books.
- Taking children out in the garden and counting trees, flowers, stones etc.
- Oral recitation of number in sequence.
- Show them 9 beads and count each bead as a unit e.g. bead-one unit, 2 beads-two units and so on till 9 and their show 10 beads in a string and tell them when we join 10 beads in a string it is called one bar and one bar means 1 ten.
- Tell them colour code of unit is green and ten is blue and give the symbols i.e. U and T.

Day – 2:

The children will write counting from 1-10 in their workbooks.

Worksheet

Date: ____________________ Day: ________________

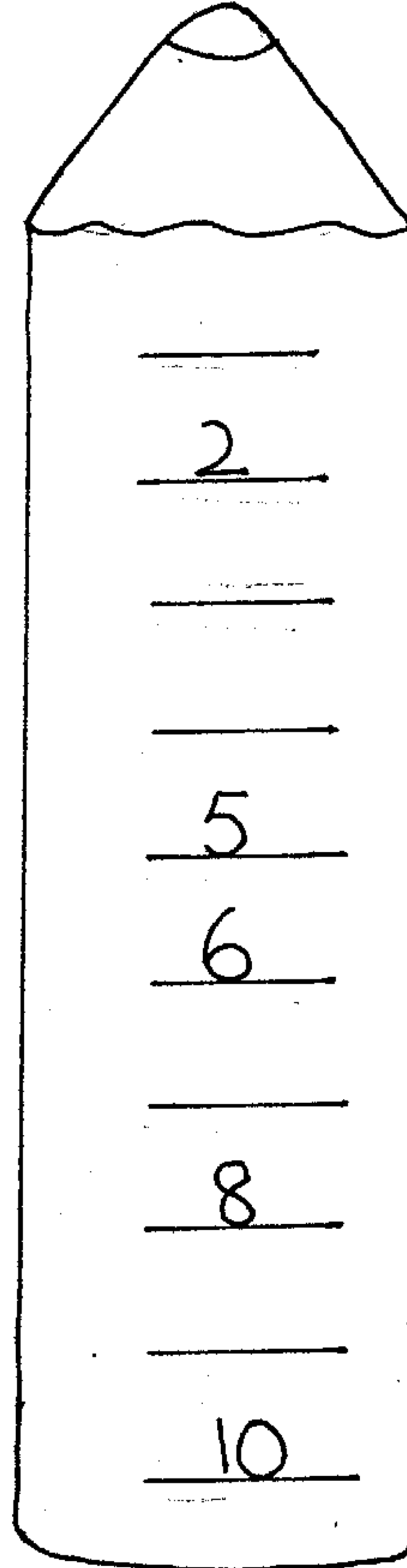
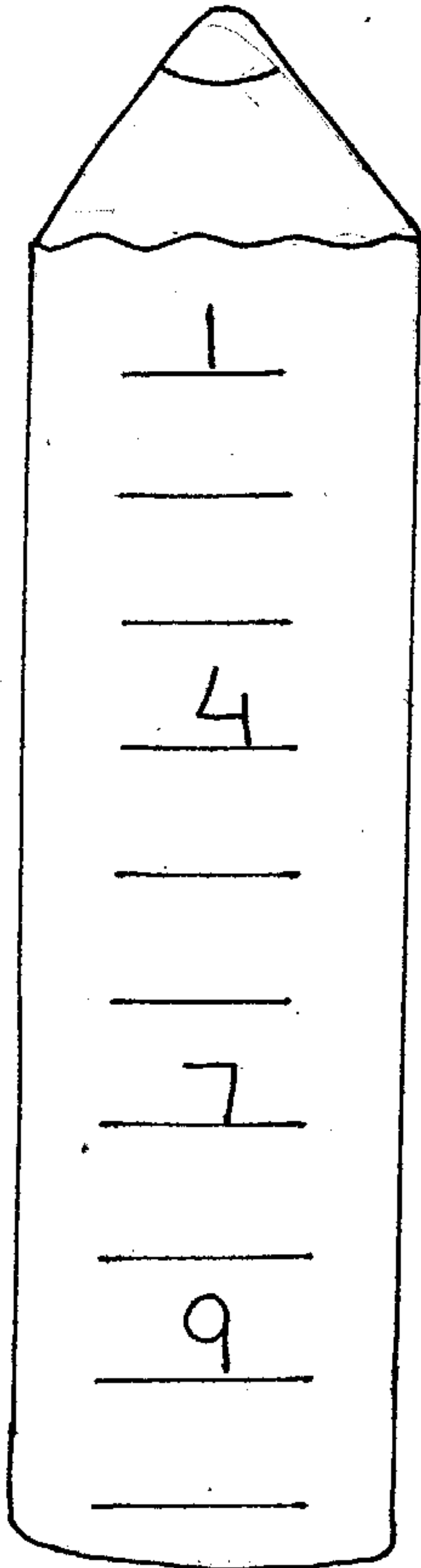
Level: Prep Term: 1
Week: 2 Day: 1

Write from 1-10

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 2	Day: 1

Write the missing numbers

Lesson Plan

Level: Prep
Term: 1
Week: 2
Day: 3
Topic: Shape: Circle

1. **Objective**: Children will be able recognize and learn the shape 'circle.'

2. **Function:** Learning of spelling of 'circle,' writing.

3. **Material**: Black board, workbook, pencils, eraser, colours.

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4. **Procedure**:

- Explain the task on the board that they have to write spelling of circle and they have to colour the draw the circle as practiced previously.
- After writing they can learn the spelling of circle.

Worksheet

Date: ____________________ Day: ________________

Level: Prep Term: 1
Week: 2 Day: 3

Spell, write and colour

		c	i	r	c	l	e		

Lesson Plan

Level: Prep
Term: 1
Week: 2
Periods: 2+1
Day: 4, 5
Topic: Number in words.

1. **Objective**: Children will be able:
   - Read and write the spelling of one and two.
   - Read and match the number with spellings.
2. **Function:** Writing and matching.
3. **Activity:** Matching.
4. **Material**: Black board, workbook, pencils, eraser, colours & flash card.

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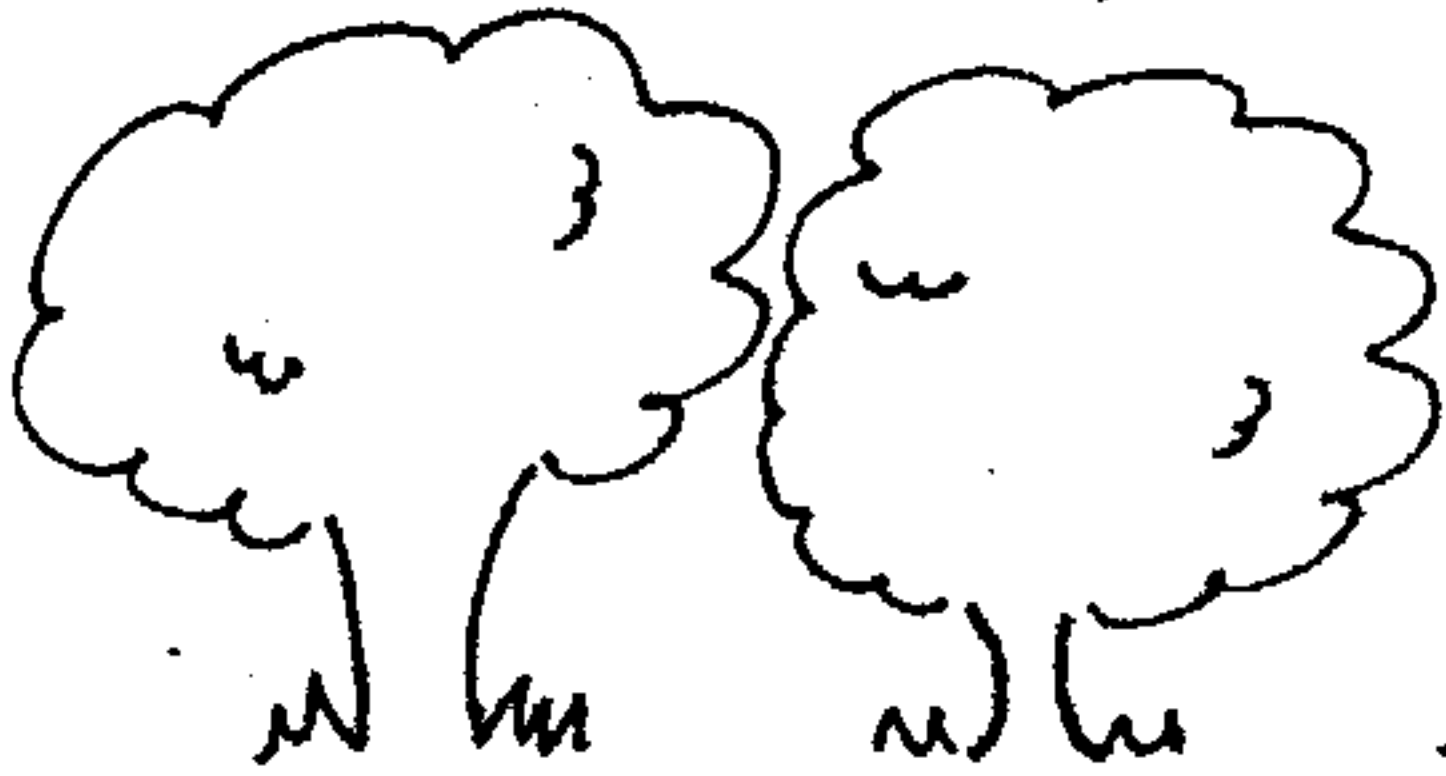
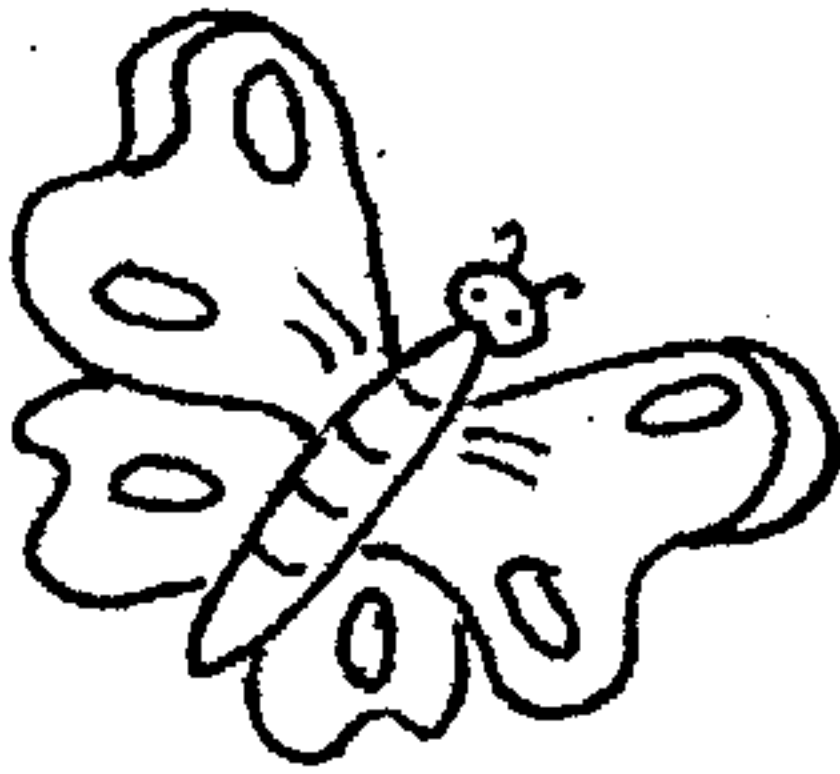
5. **Procedure**:

- Learn spellings of one and two in group.
- Ask the spelling individually.
- Explain the task on the board that they have to count the things and write number in words.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 2	Day: 4

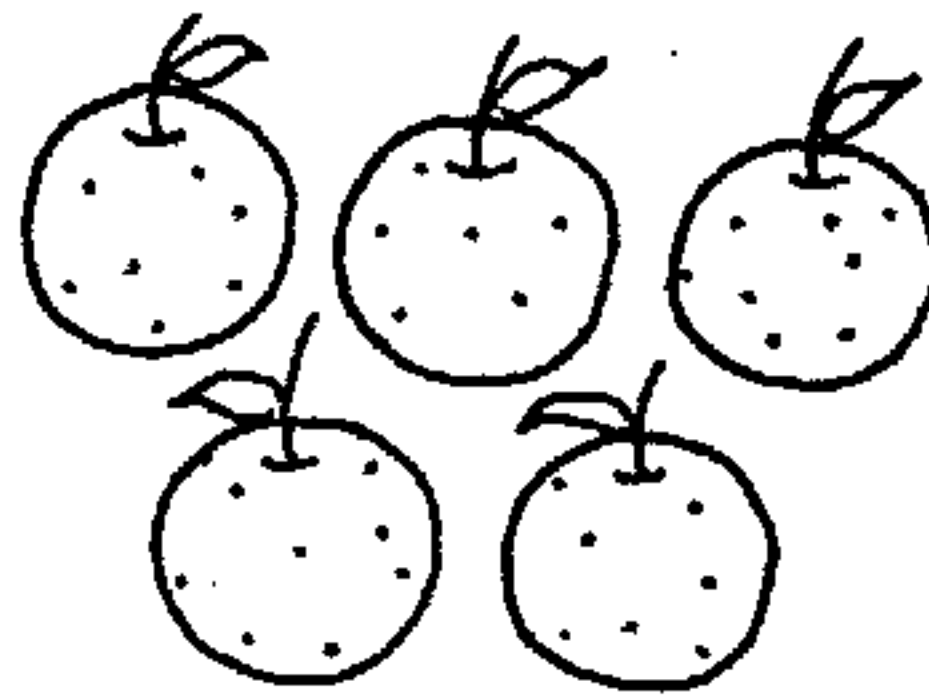
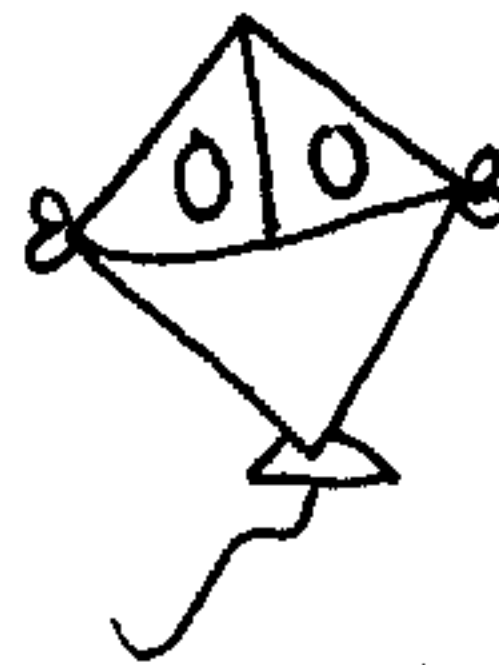
Count and write in words

Worksheet

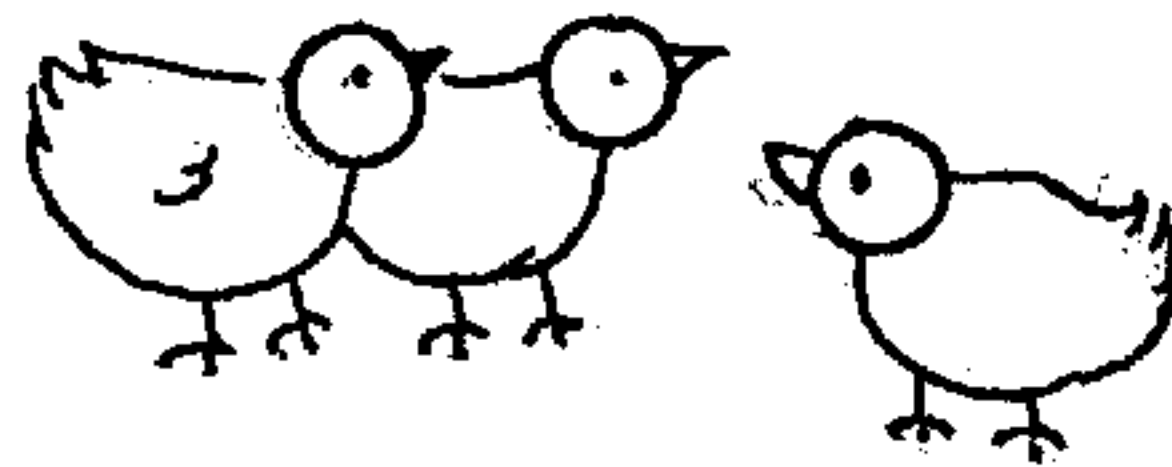
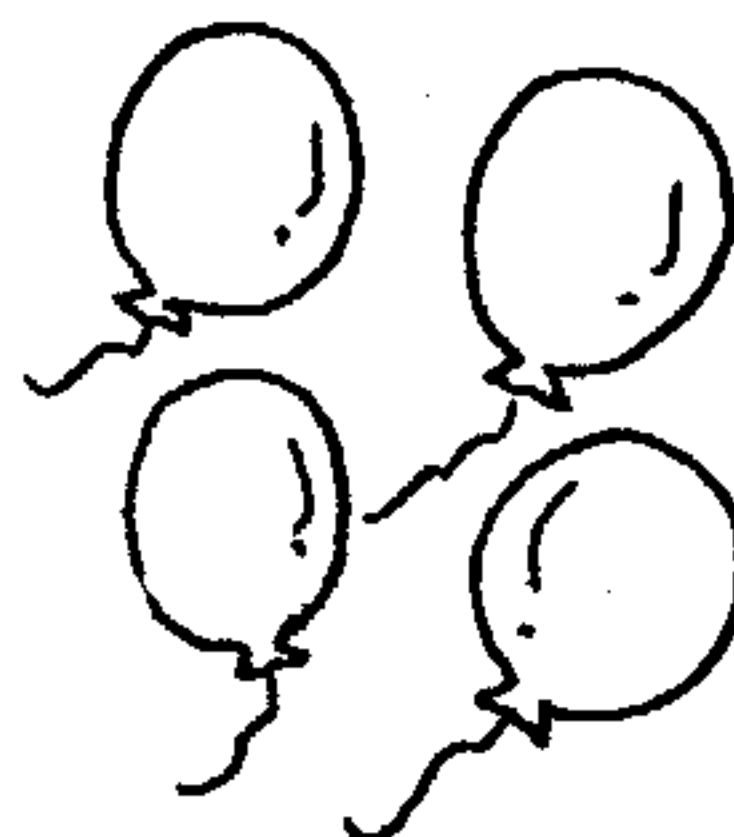
Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 2	Day: 5

Count and match

3

4

2

5

1

Lesson Plan

Level: Prep
Term: 1
Week: 2
Periods:
Day: 6
Topic: Concept – big/small - Assessment

1. **Objective**: Children will be able to:
   - Understand the concept of size such as things big/small.
   - Compare things according to the size.

2. **Function:** Drawing, colouring.

3. **Material**: Black board, pencil, colour, erase & workbook.

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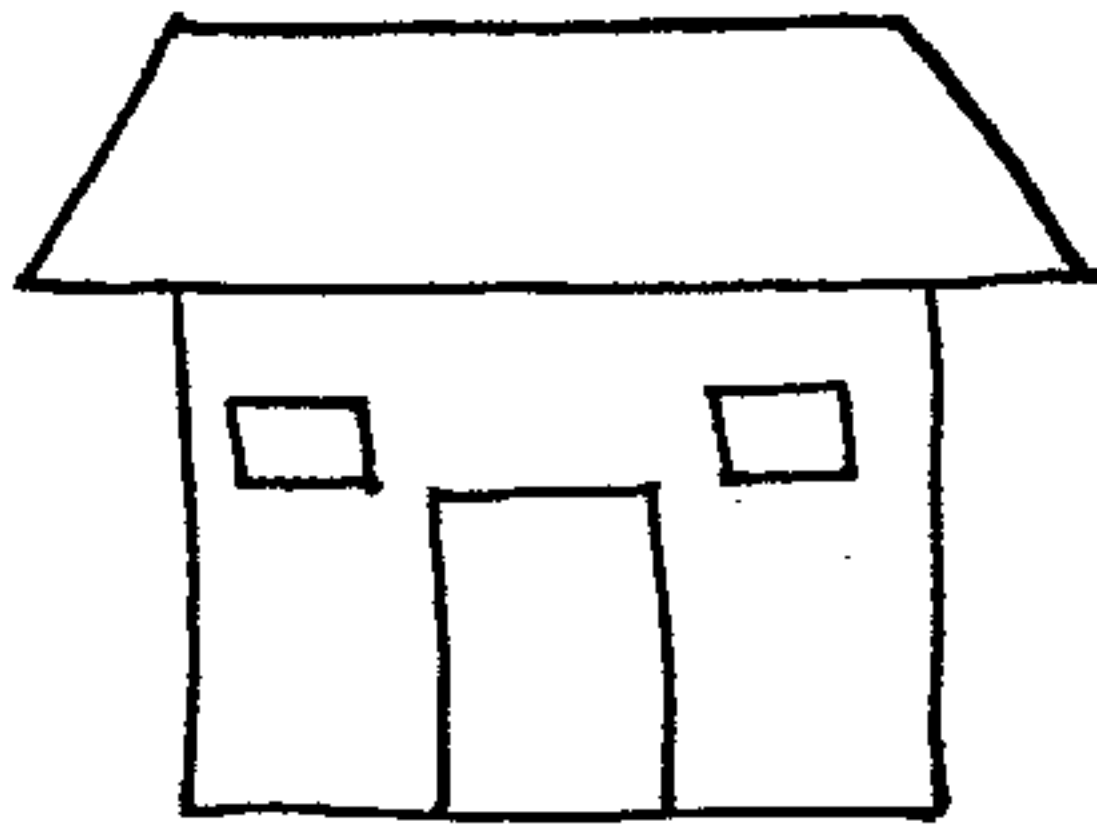
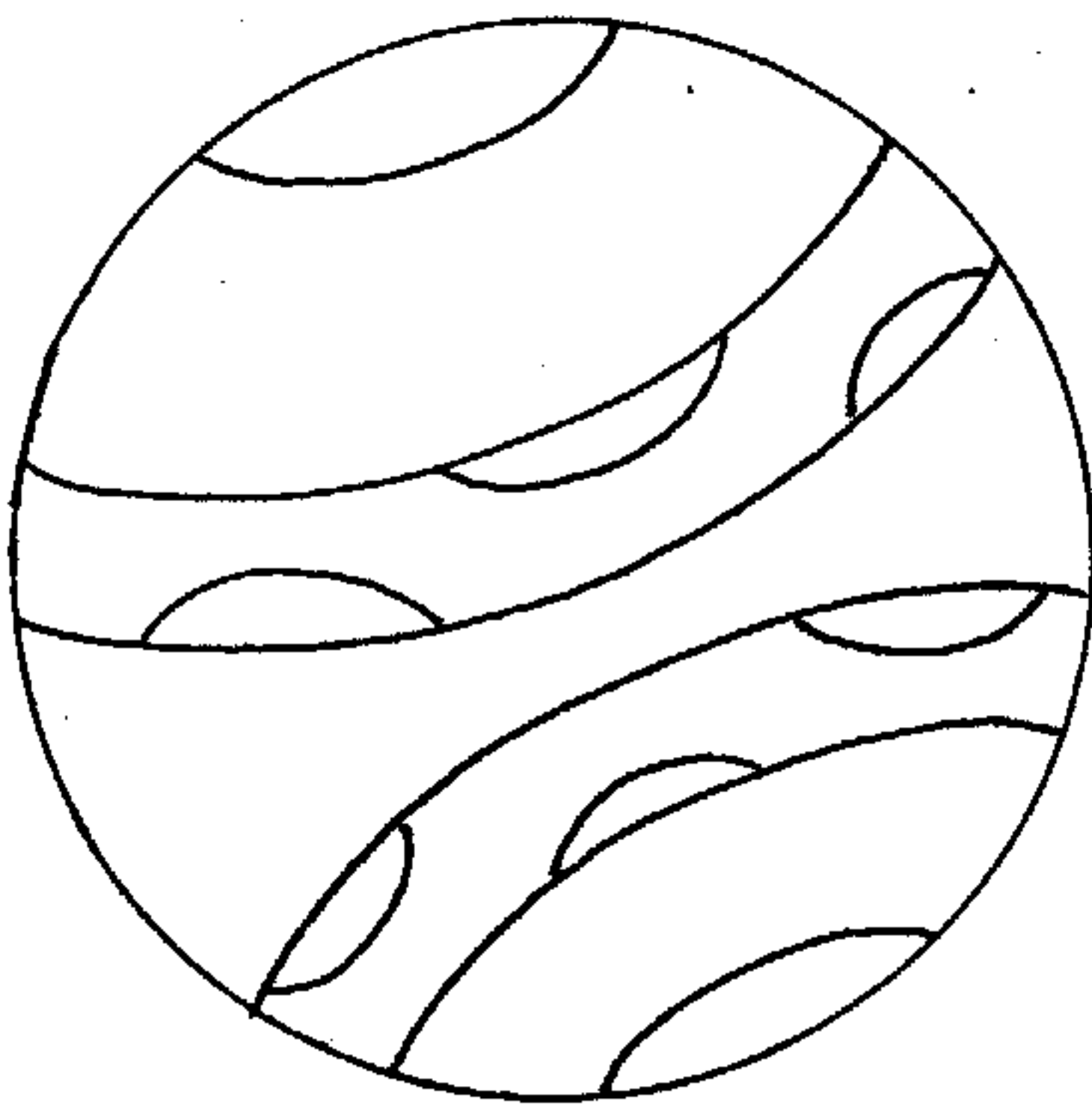
4. **Procedure**:

- ➢ Explain the task that draws a bigger house and a smaller ball.
- ➢ Draw a big apple and draw a small apple on the board and till the children which is big and which is small.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 2	Day: 6

Draw a bigger house

Draw a smaller ball

Lesson Plan

Level: PREP
Term: 1
Week: 3

Topic/Concept	Verbal Communication	Written Work	Assessment
Introduction of - Counting - Number in words – three & four - Shape - square Reinforcement of - Size – bigger/smaller - Counting 1 - 10	- Counting 1 – 20 - Spelling of three & four - Spelling of square - Learn the difference between bigger/ smaller	- Counting 1 – 20 - Spelling of three & four - Writing, tracing & colouring of square - Colouring of bigger/ smaller	Yes

Lesson Plan

Level: Prep
Term: 1
Week: 3
Periods: 2
Day: 1
Topic: Number in words

1. **Objective**: Children will be able to read and write the spelling of 3 & 4
2. **Function:** Learning and writing.
3. **Activity:** Colouring
4. **Material**: Black board, workbook, pencils, colours, flash cards.

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5. **Procedure**:

- Show the flash card of three and then learn its spelling in group.
- Do they same with the flash card of four.
- Then children will do written work on work books.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 3	Day: 1

Learn and write

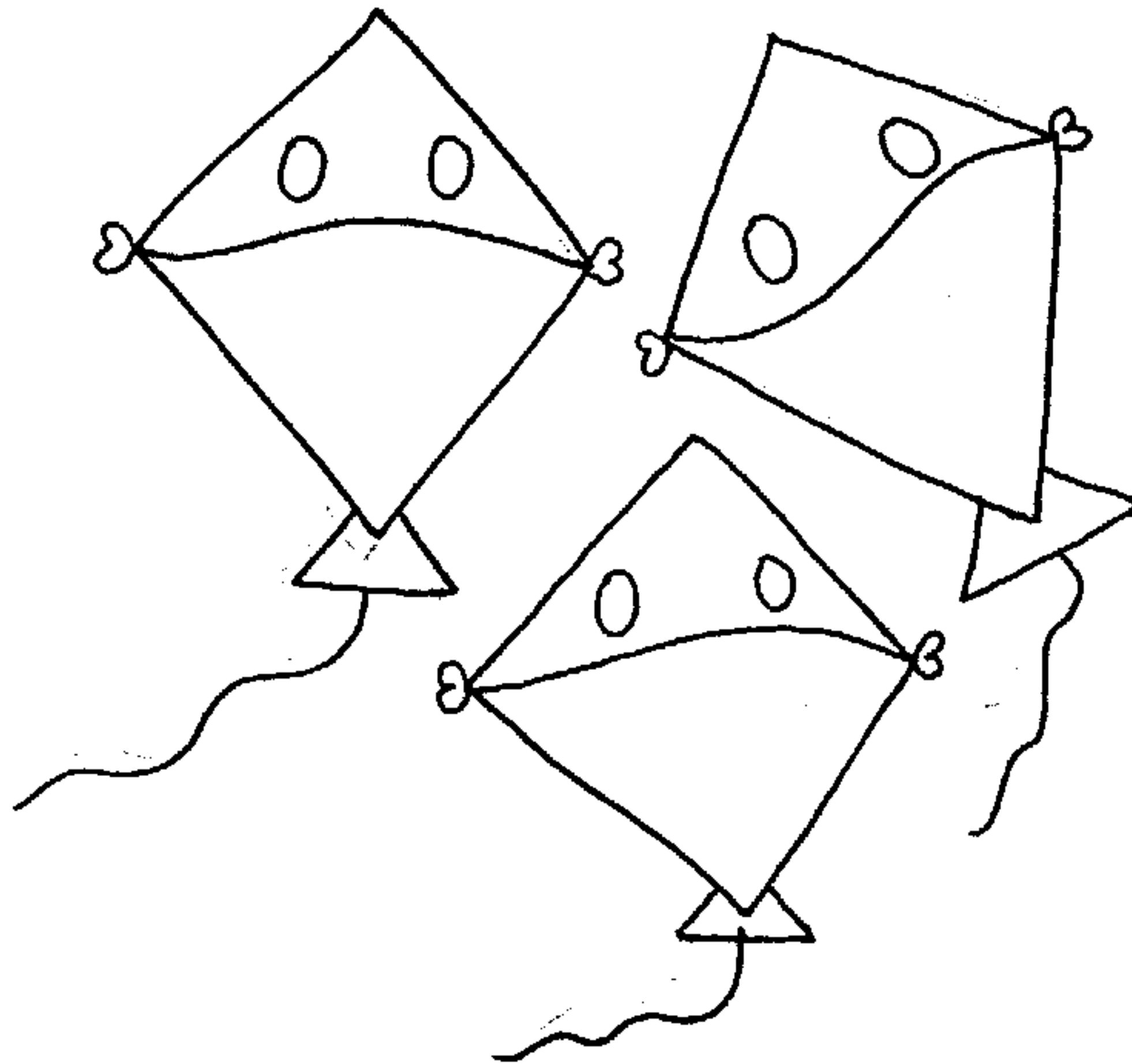
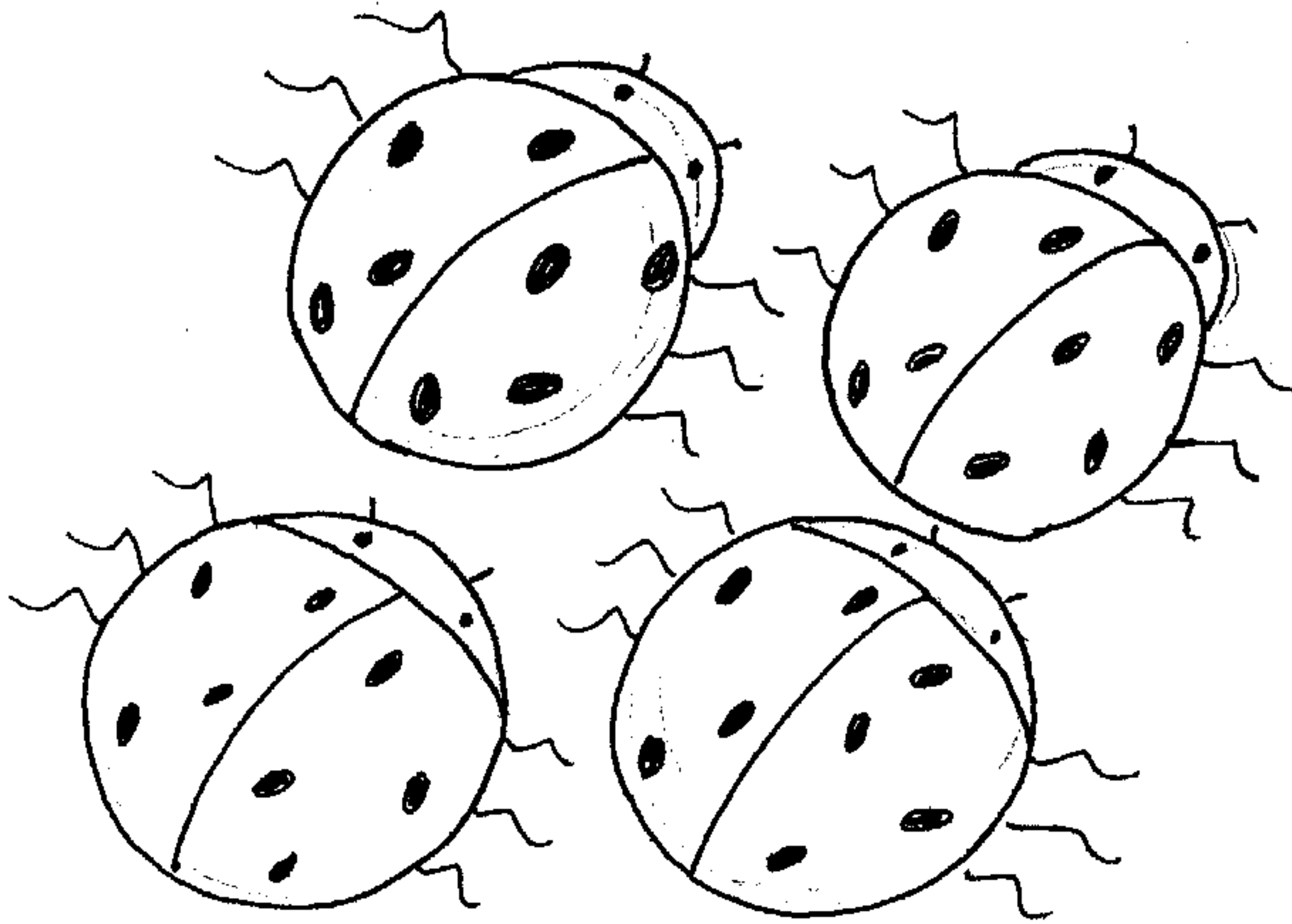
	3	–	t	h	r	e	e		

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 3	Day: 1

Learn and write

		4	–	f	o	u	r		

Lesson Plan

Level: Prep
Term: 1
Week: 3
Period: 1
Day: 2
Topic: Concept bigger/smaller

1. **Objective**: Children will be able to:
   - Understand the concept of size.
   - Compare things according to the size.

2. **Function:** Colouring.

3. **Activity:** Comparison in sizes.

4. **Material**: Black board, workbook, pencils, colours, eraser.

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5. **Procedure**:

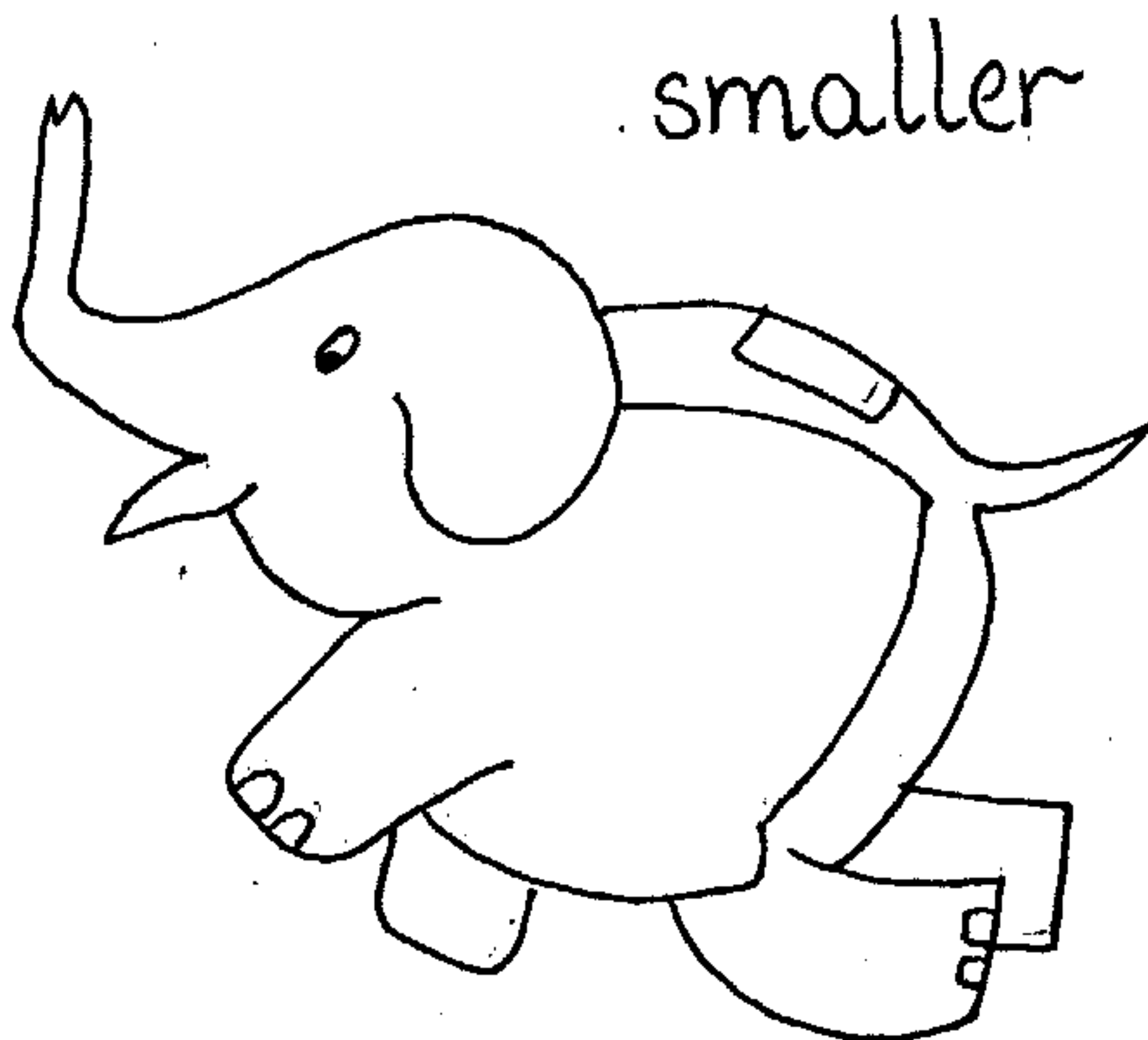
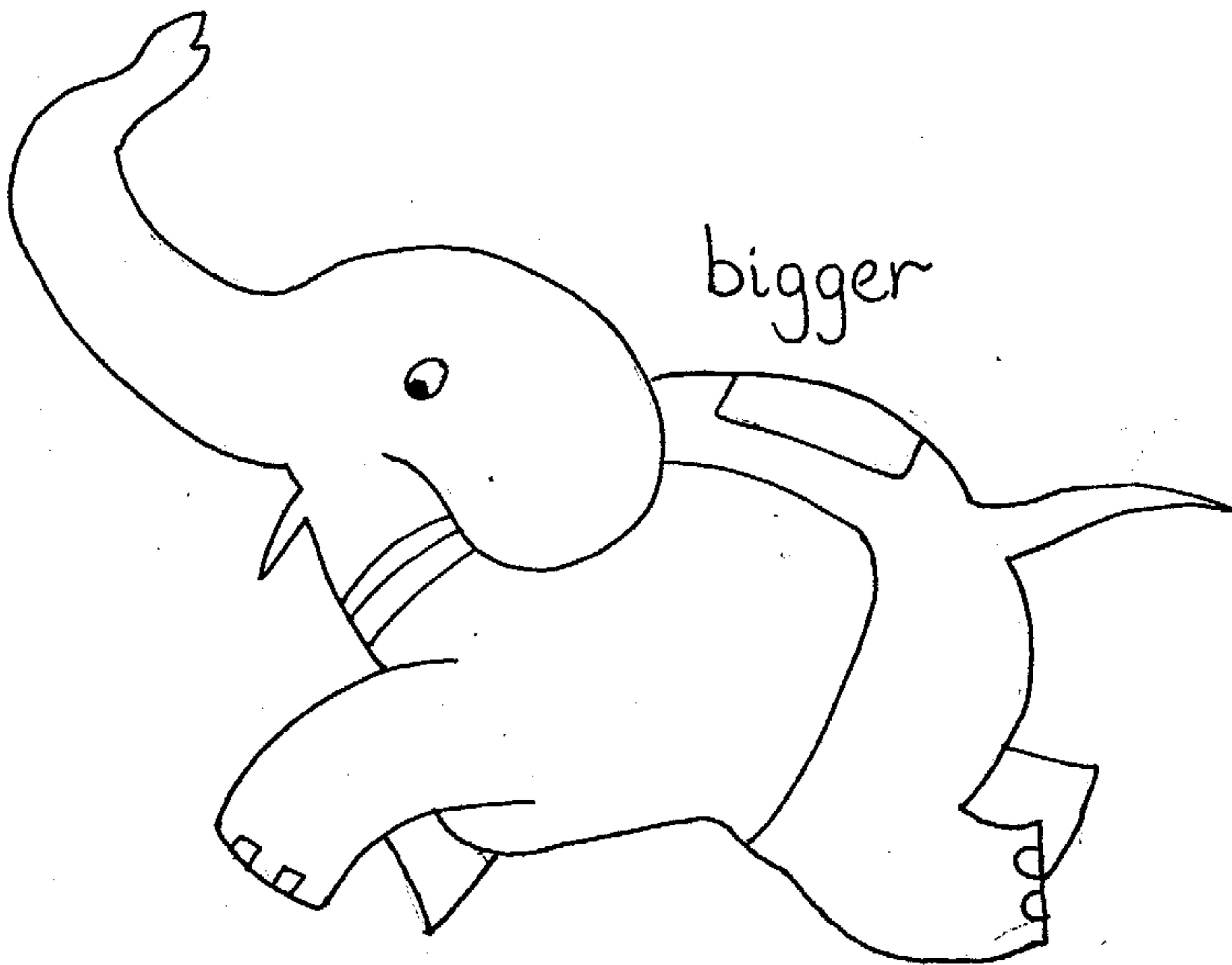
- ➢ Show a small ball and a big ball.
- ➢ Take another ball, which is bigger, then the first ball. Tell the children this is big and this is bigger.
- ➢ Do they same with the small ball.
- ➢ After this reinforcement the children will do written work in work books.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 3	Day: 2

Concept

Read and colour

Lesson Plan

Level: Prep
Term: 1
Week: 3
Periods: 1+1
Day: 3, 4
Topic: Shape: Square.

1. **Objective**: Children will be able to recognize and learn the shape Square.
2. **Function:** Learning and writing of spelling of square.
3. **Activity:** Colouring.
4. **Material**: Black board, workbook, pencils, colours, eraser, thing which has square shape.

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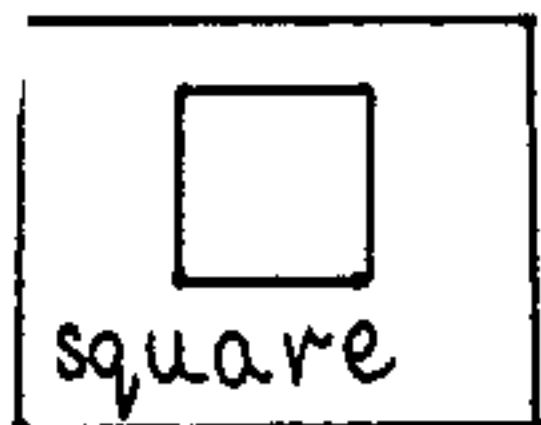
5. **Procedure**:

Day – 3:

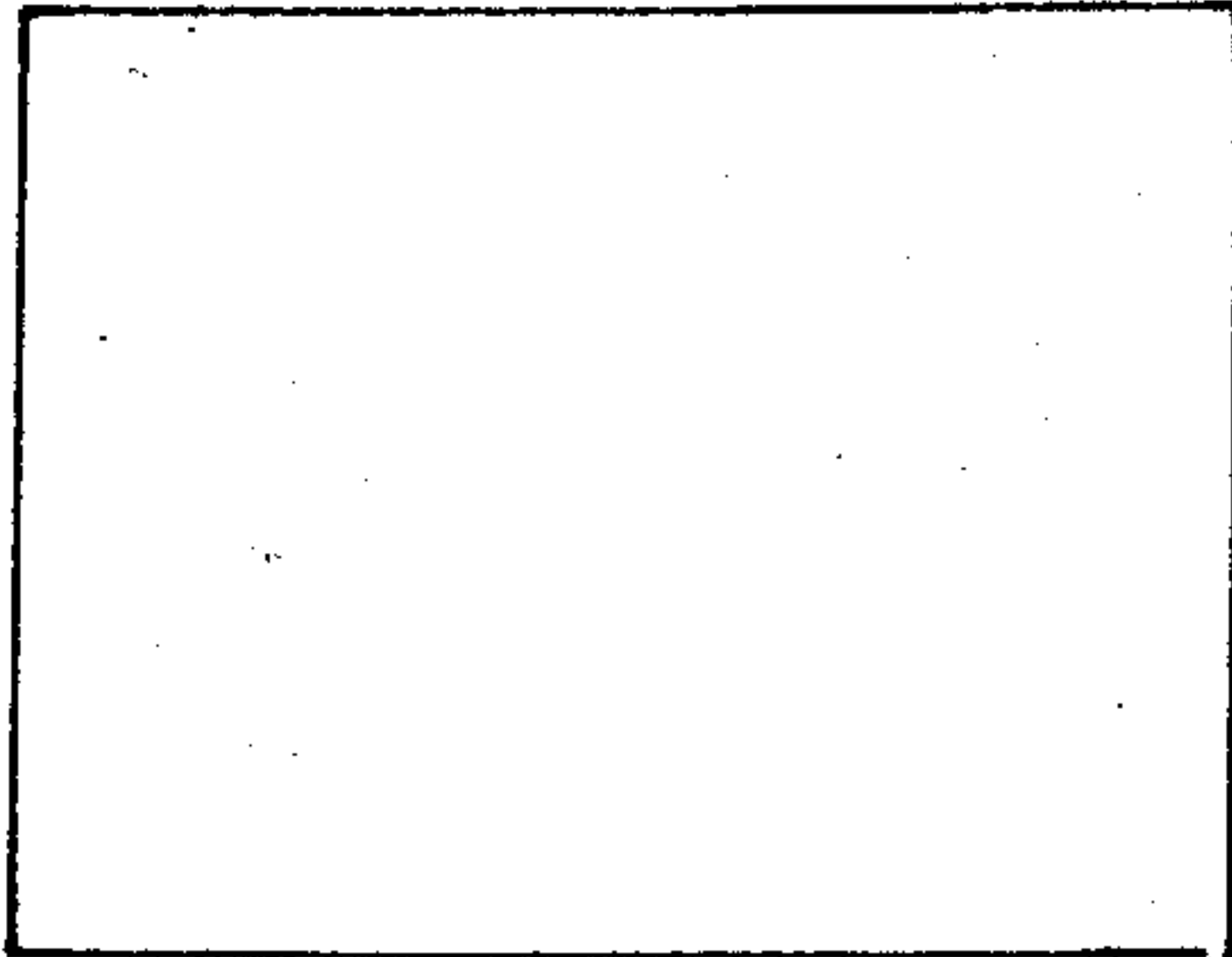
- Show the things, which are square e.g. block, colour box, sharpener etc. and till they learn to name those things with the said shape e.g. this is a sharpener. It has square shape.
- Follow the instructions given in the 'note to teachers' for further clarity in introducing a new spelling.
- Tell them that square has 4 sides.
- Show the flash card of square.
- Write the spelling of square on the board.
- Learn the spelling in group.
- Ask the name of different thing which have square shape
- Children read trace and colour the square in work book.

square

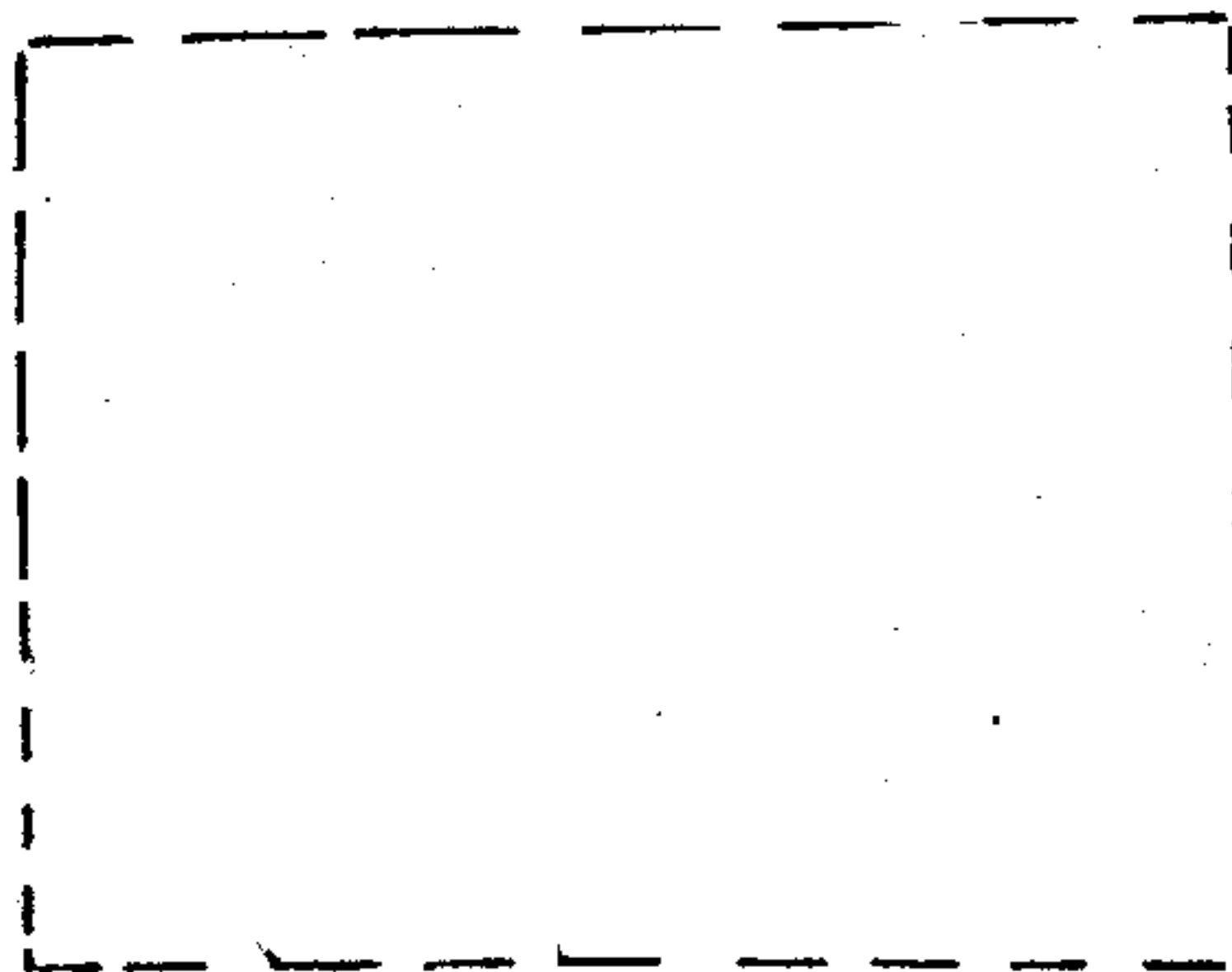
Day – 4:

After introduction the children will write the spelling of square in workbook and will colour the given shape

Worksheet

Date: ______________________ Day: ________________

Level: Prep	Term: 1
Week: 3	Day: 4

Read and colour

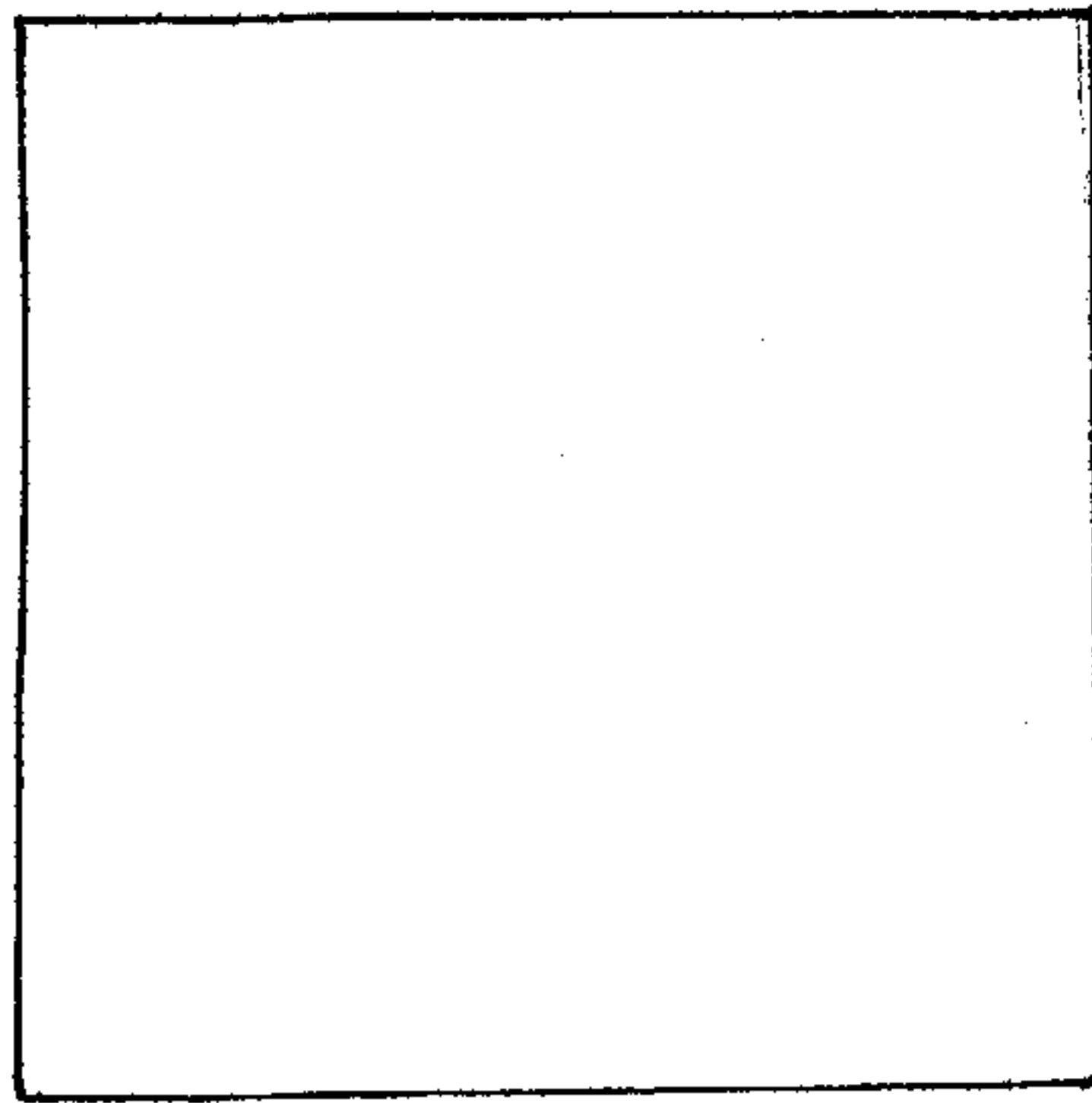
square

trace

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 3	Day: 4

Spell, write and colour

		s	q	u	a	r	e		

Lesson Plan

Level: Prep
Term: 1
Week: 3
Periods: 2+1
Day: 5 & 6
Topic: Counting 1-20 - Assessment

1. **Objective**: Children will be able to:
   - Count in a proper sequence.
   - Recognize and identify numbers at random.
2. **Function:** Writing.
3. **Activity:** Missing numbers.
4. **Material**: Black board, workbook, pencils, colours, eraser.

---

5. **Procedure**:

Day – 5:

After oral drills of counting 1-20

- Explain on the board that write counting from 1-10.
  Make groups and switch groups when each has finished the assigned activity.
- Group I will write missing numbers on the teacher made material.
- Group II will write counting from 1-10 with colour code of ten and knit.
- Group III will do work with beads and bars a units (9 beads) 10 beads make one bar and one bar means one ten, 2 bars means 2 tens and 2 tens means 20.
- Teacher will supervise all the three groups, specially she will sit with the third group.

Day – 6:

Children will write counting from 11 – 20 with colour code of unit & ten as per the given sample and with help from the teacher on the board.

Worksheet

Date: ____________________ Day: ________________

Level: Prep Term: 1
Week: 3 Day: 6

Learn and write

	T	U							
	1	1							
	1	2							
	1	3							
	1	4							
	1	5							
	1	6							
	1	7							
	1	8							
	1	9							
	2	0							

Lesson Plan

Level: PREP
Term: 1
Week: 4

Topic/Concept	Verbal Communication	Written Work	Assessment
Introduction of - What comes after - Number I word – five & six Introduction of - Counting - Shapes - Number in words - Sizes	- What comes after - Spelling of five & six - Counting 1 – 20 - Spelling of shapes & number - Sizes	- What comes after - Spelling of 1 – 6 - Counting 1 – 20 - Spelling of shapes - Sizes	Yes

Lesson Plan

Level: Prep
Term: 1
Week: 4
Periods: 2
Day: 1
Topic: Number in words

1. **Objective**: Children will be able to read and write the spelling of 5 & 6

2. **Function:** Writing.

3. **Activity:** Missing numbers.

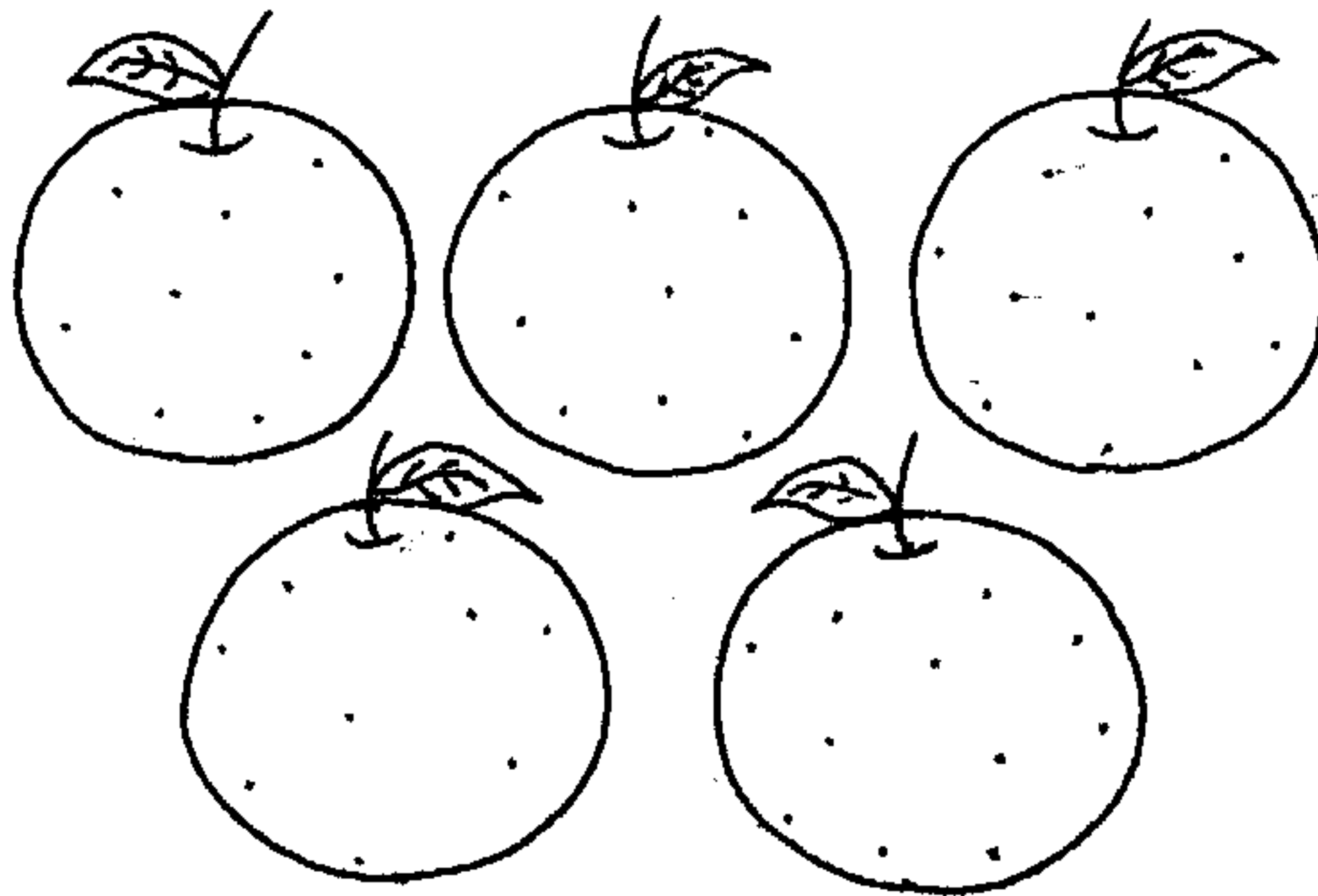
4. **Material**: Black board, workbook, pencils, colours, eraser.

---

5. **Procedure**:

- Show the flash card of five and then learn its spellings in group (refer to 'note to teachers' for instructions).
- Do the same with the flash card of six.
  Make groups and switch groups when each has finished the assigned activity.
- Group-I will do writing practice of spelling of 5 and 6 and will colour the related pictures.
- Group-II will do the activity of missing numbers on the teacher made material.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 4	Day: 1

Count, colour and write.

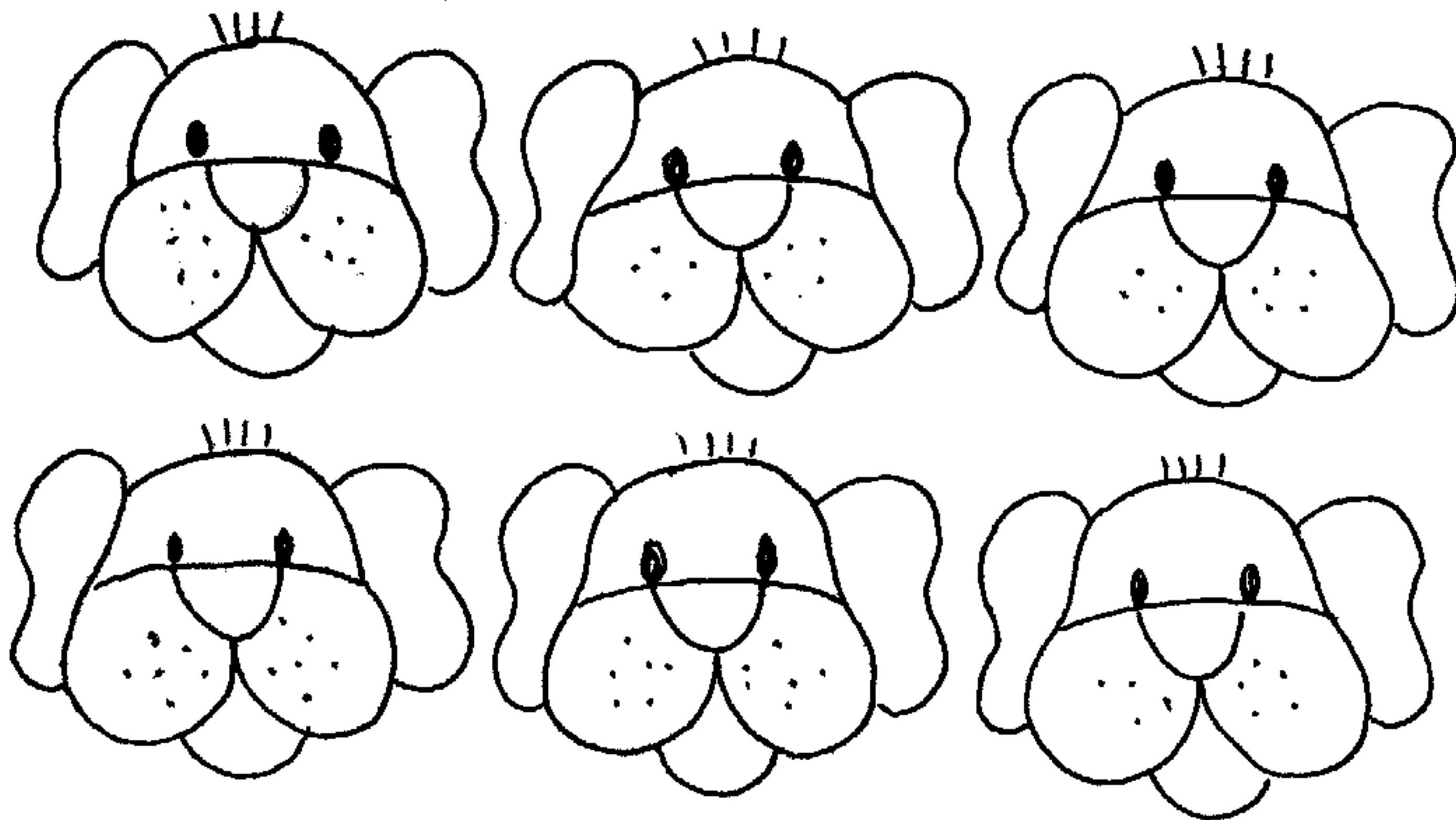
		5	-	f	i	v	e		

Worksheet

Date: ____________________ Day: ________________

Level: Prep Term: 1
Week: 4 Day: 1

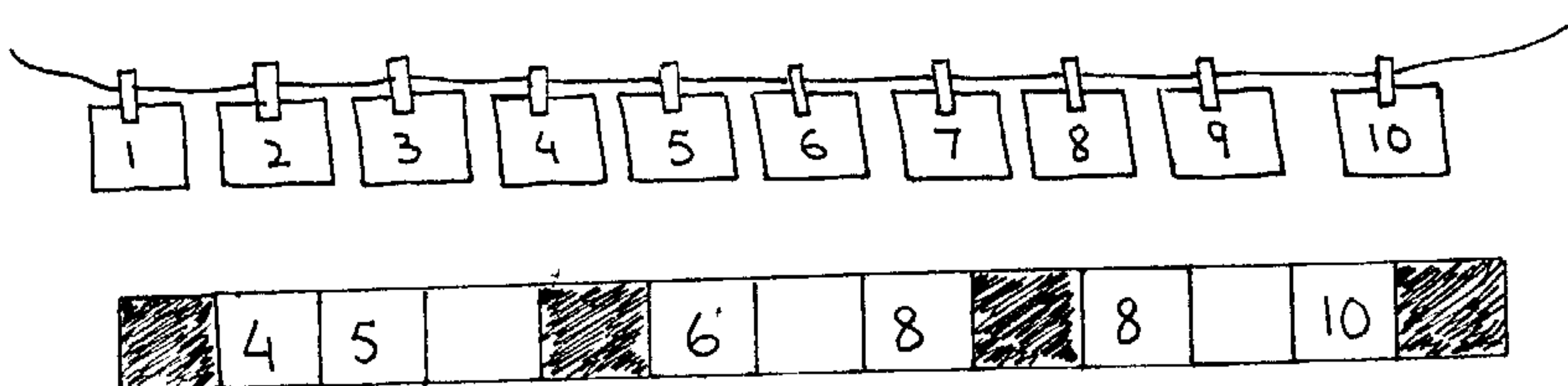
Count, colour and write

		6	–	s	i	x			

Lesson Plan

Level: Prep
Term: 1
Week: 4
Periods: 1+1
Day: 2, 3
Topic: What comes after

1. **Objective**: Children will be able to:
   - Read and write numbers in a proper sequence.
   - Know after numbers.
2. **Function:** Writing.
3. **Activity:** Working with missing numbers strip.
4. **Material**: Piece of strip with numbers, black board & workbook

5. **Procedure**:

- ➢ Ask the children to recite the number sequence from 1 – 10.
- ➢ Hang a piece of string across the classroom.
- ➢ Attach large 1 till 10 cards with page
- ➢ Have the children recite the sequence 1 – 10 then 10 – 1, as you point to each card.
- ➢ Ask for the number 'after 8' 'after 6' and so on.
- ➢ Show a number strip and have the children repeat the sequence from 1-10 and back.
- ➢ Remove the number strip and draw sections of the strips with numbers.
- ➢ Ask the children to tell the missing numbers. Use the language 'after 5' 'after 6' 'after 8' discussing their answers.
- ➢ After introduction children will do written work on workbooks.

Worksheet

Date: ____________________ Day: _______________

Level: Prep	Term:
Week:	Day:

What comes after

2 ____

7 ____

4 ____

9 ____

3 ____

5 ____

8 ____

1 ____

Lesson Plan

Level: Prep
Term: 1
Week: 4
Periods: 2
Day: 5
Topic: Shapes.

1. **Objective**: Children will be able to write and colour the introduced shapes of circle and square.

2. **Function:** Writing.

. **Activity:** Colouring.

. **Material**: Black board, workbook, colour, pencil & erasers.

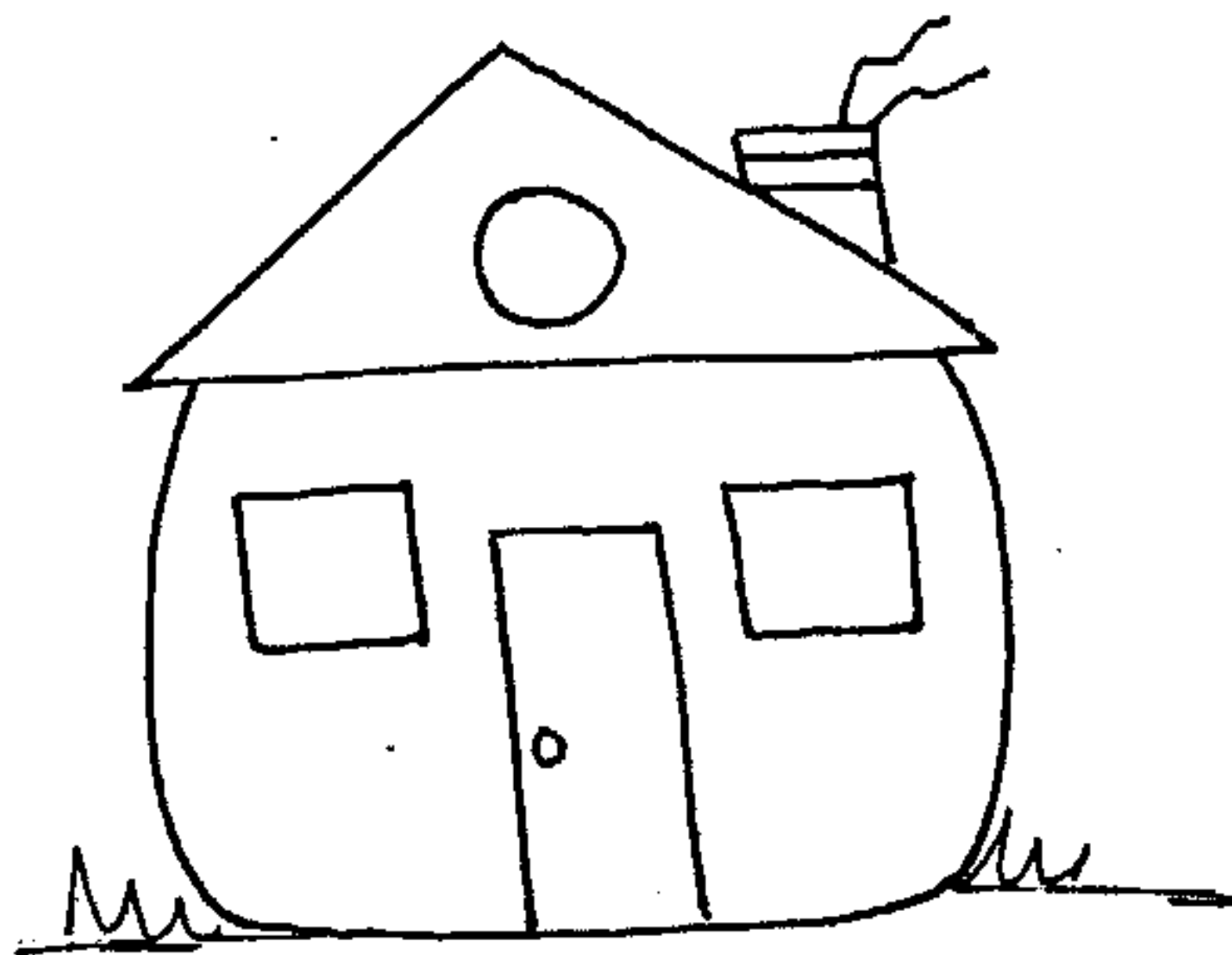
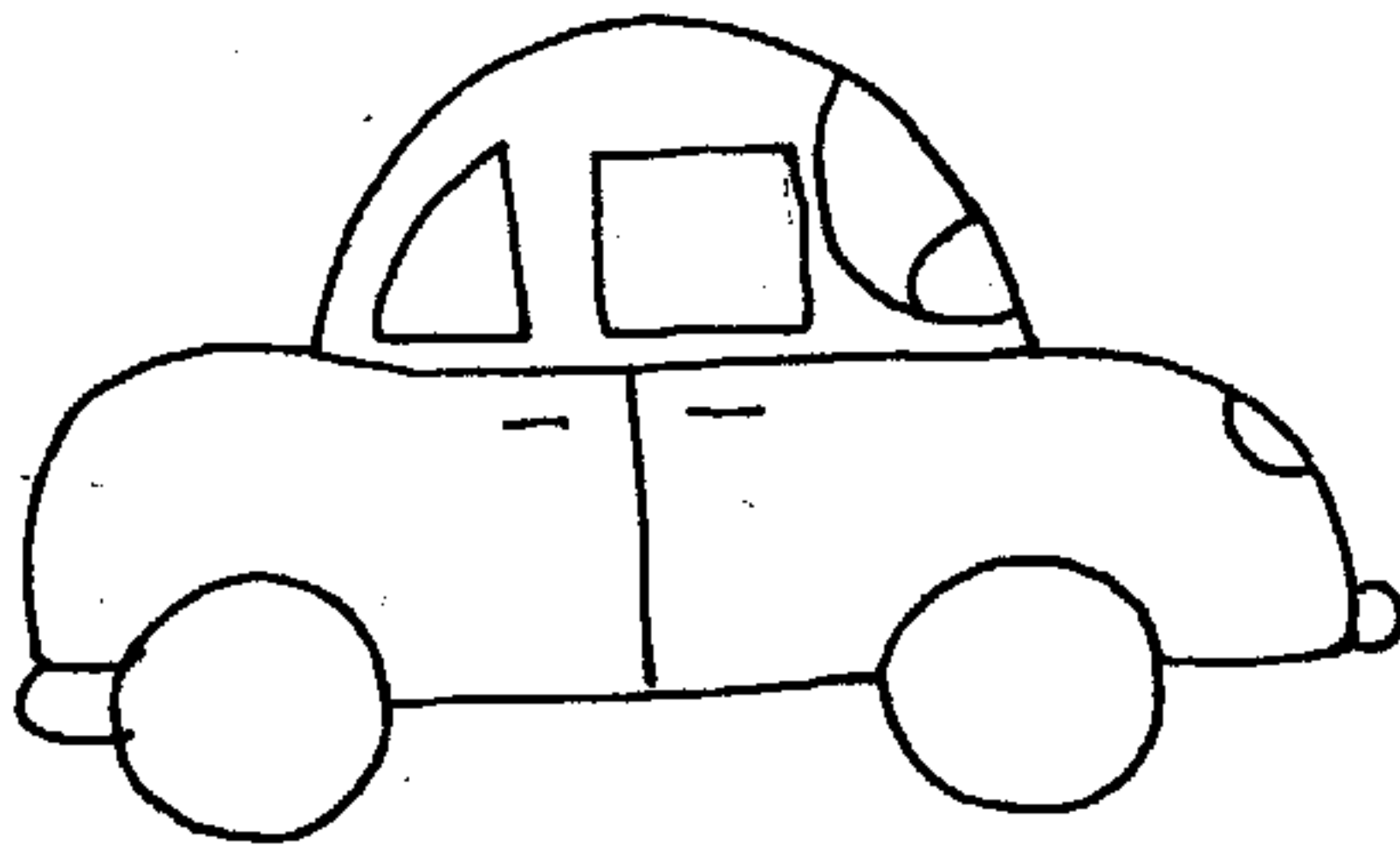
Procedure:

Explain the tasks that write the spelling of given shapes and colour them. Use the methodology given earlier at the time of introduction as revision and the begin the written work on the worksheet.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 4	Day: 5

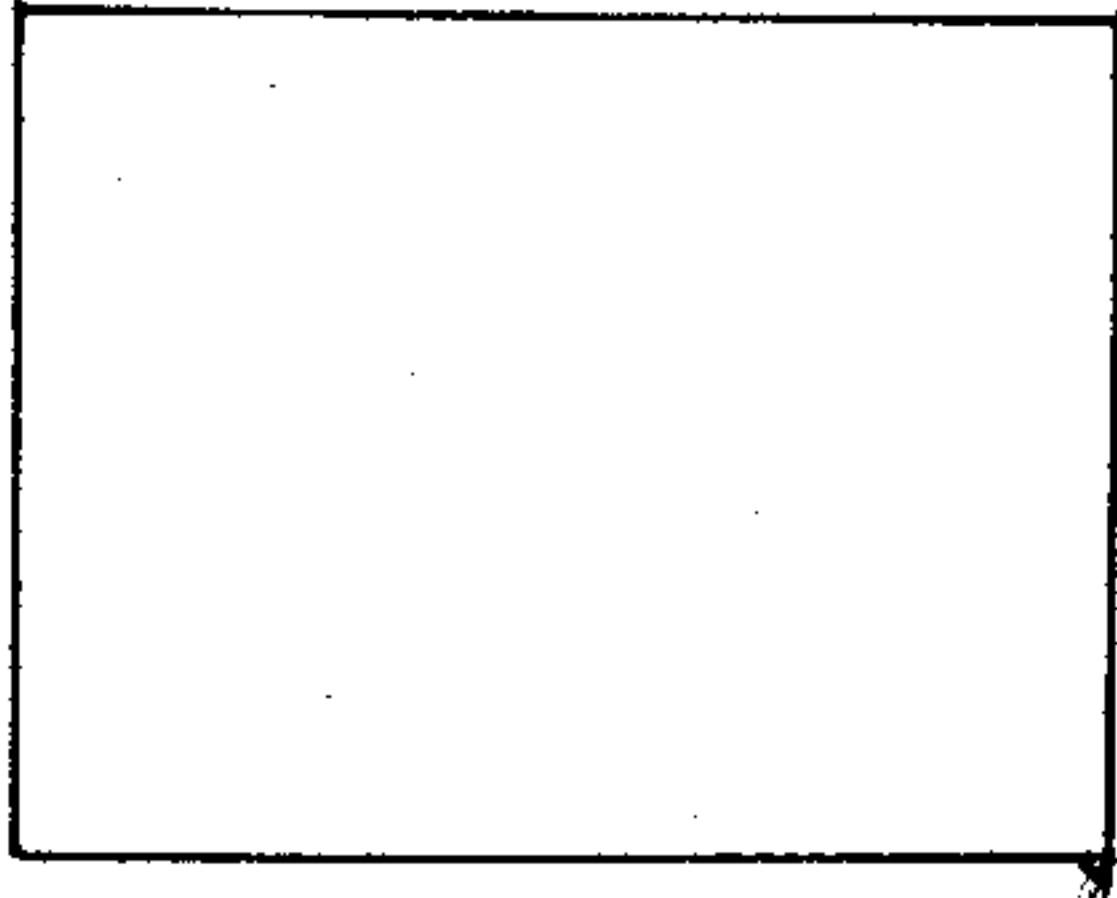
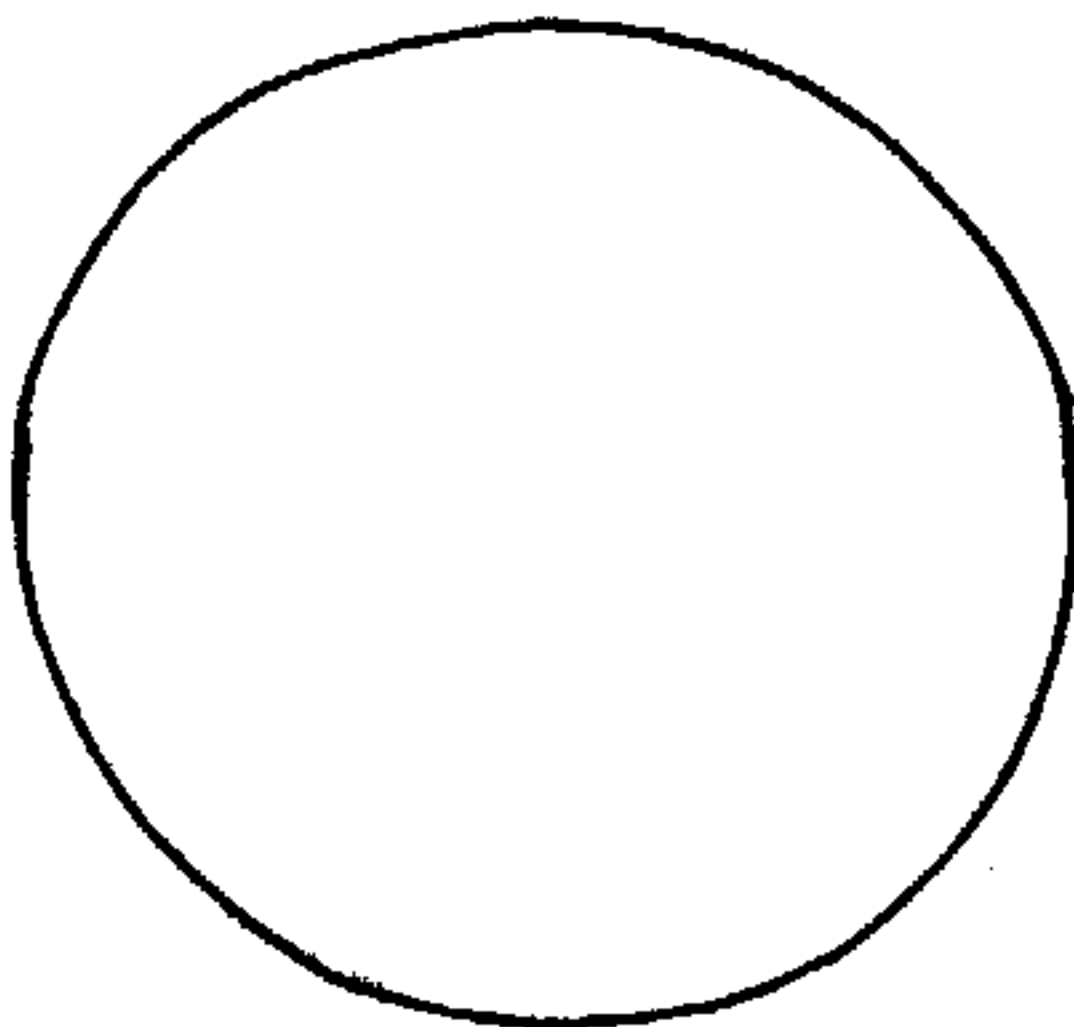
Colour the circle red and square green.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 4	Day: 5

Write the shape

____

____

Lesson Plan

Level: Prep
Term: 1
Week: 4
Period: 1
Day: 6
Topic: Concept of big/small, bigger/smaller - Assessment.

1. **Objective**: Children will be able to:
   - Differentiate the sizes.
   - Draw a required size.

2. **Function:** Drawing, colouring.

3. **Material**: Black board, workbook, colour, pencil & erasers.

---

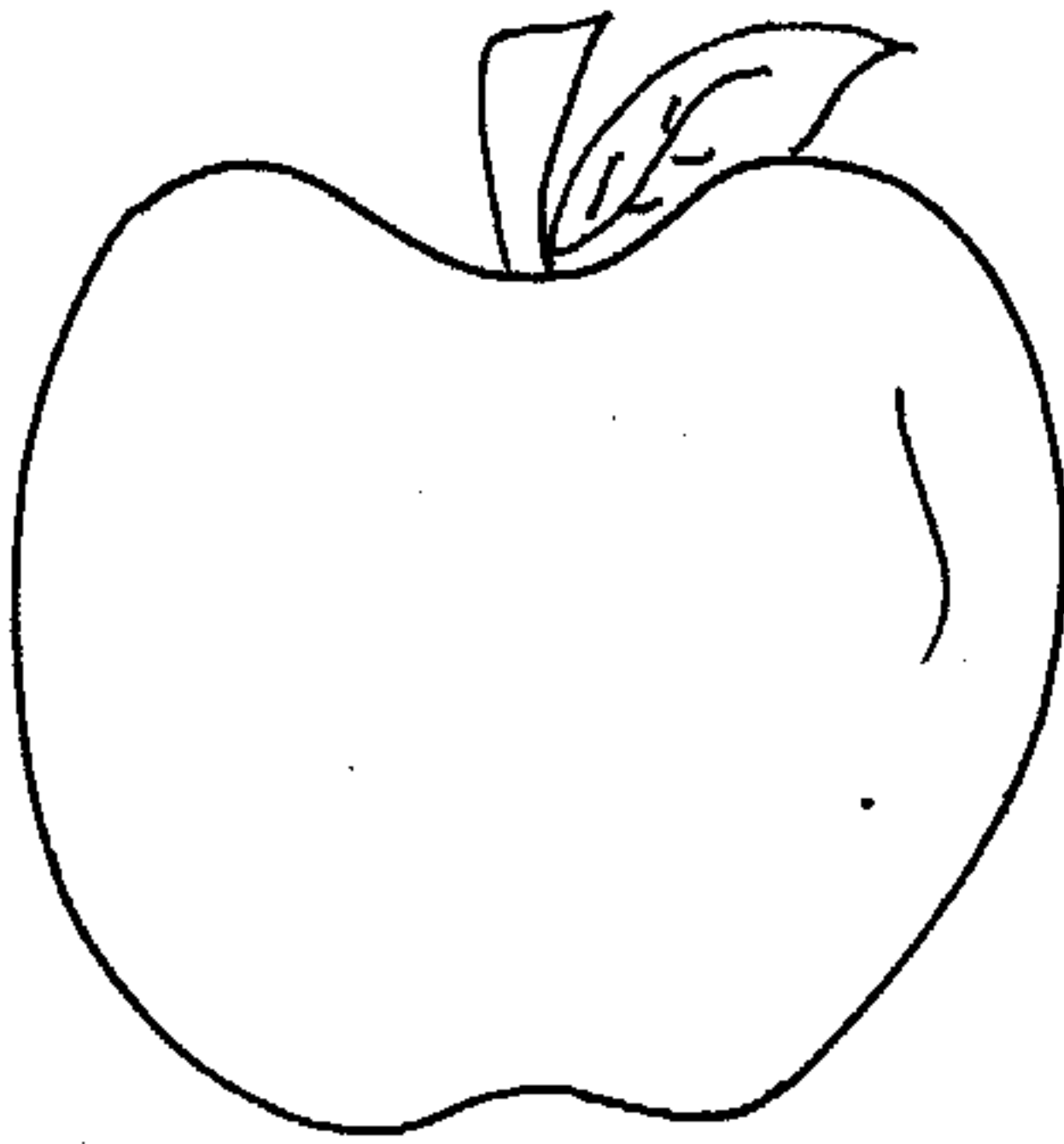
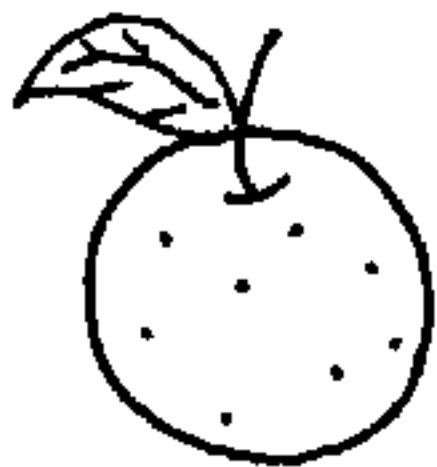
5. **Procedure**:

- Explain the task on the board than draw a bigger house and draw a small ball in front of the given pictures and colour them.
- Let the children do their work independently.
- For fun let the children draw various sizes on the board for the given pictures and keep on discussing the vocabulary of big, bigger, small and smaller. This way, children will grasp the concept better and shall also enjoy the lesson.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 4	Day: 6

Draw a smaller apple

Draw a bigger orange

Lesson Plan

Level: PREP
Term: 1
Week: 5

Topic/Concept	Verbal Communication	Written Work	Assessment
Introduction of - Counting - Shape - triangle - Long/short Reinforcement of - Counting - Number in words - Sizes	- Counting 1 – 30 - Spelling of introduced shapes - Learn the difference between long/short - Spelling of numbers	- Counting 1 – 30 - Spelling of triangle - Colouring & tracing of long/short	Yes

Lesson Plan

Level: Prep
Term: 1
Week: 5
Period: 1
Day: 1
Topic: Counting 21 – 30

1. **Objective**: Children will be able to:
   - Count in a proper sequence.
   - Recognize and identify at random.
2. **Function:** Writing.
3. **Activity:** Ten & units.
4. **Material**: Black board, workbook, pencil, erasers & colours.

---

5. **Procedure**:

- First do the oral drills of counting from 1-50.
- Write the counting from 21-30 on the board and recite it many times.
- Explain the task on the board than ask the children to write counting in the work book from 21-30.
- Divide the children in groups after presentation of bead material. Make groups and switch groups when each has finished the assigned activity.

GROUP – I will do writing practice of counting from 21-30 independently with colour code of unit and ten on workbooks.

GROUP – II Teacher will sit with this group for tens and units activity.

Presentation

Take beads from the box and put it one by one under the card of unit like one unit, two unit, three unit up till 9 unit and tell the children that there are 9 units (they are lose beads) after 9 units tens started like 10 beads make one bar and one bar means 1 ten and 1 ten means 10 two bar means 2 tens and 2 tens mean 20 and so on up till 90.

T U

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 5	Day: 1

Write and learn

	T	U							
	2	1							
	2	2							
	2	3							
	2	4							
	2	5							
	2	6							
	2	7							
	2	8							
	2	9							
	3	0							

Lesson Plan

Level: Prep
Term: 1
Week: 5
Period: 1
Day: 2
Topic: Number in words.

1. **Objective**: Children will be able to read and write the spellings of the introduced numbers.
2. **Function:** Learning of spellings and writing.
3. **Activity:** Colouring and matching.
4. **Material**: Black board, workbook, pencil, erasers, colours, flash cards.

---

5. **Procedure**:

- Revise all the spellings of numbers in group which have been introduced earlier.
- Explain the written work on the board that they have to write the spellings in front of the given numbers.
  Divide the class in two groups and switch groups when each has finished the assigned activity.

GROUP – I

They will write the spelling of the given numbers on work book.

GROUP – II

Give a box of buttons and flash cards of numbers in words. Put buttons according to the number like if he/she puts 4 buttons then he/she has to put the flash card of four in front of it.

oo
oo four

oo two

Worksheet

Day: ___________________

Date: ___________________

Level: Prep Week: 5	Term: 1 Day: 2

Write in words

6 –

3 –

5 –

2 –

4 –

1 –

Lesson Plan

Level: Prep
Term: 1
Week: 5
Periods: 1 + 1
Day: 3 + 4
Topic: Concept of long/short

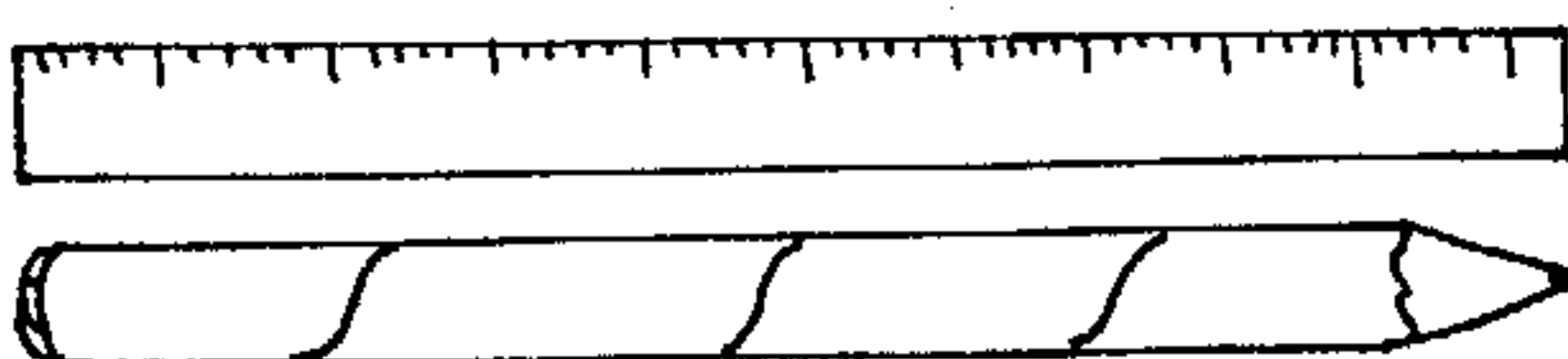
1. **Objective**: Children will be able to:
   - Understand the concept of size such as things long/short.
   - Compare things according to their sizes.
2. **Function:** Colouring.
3. **Activity:** Comparison of objects.
4. **Material**: Black board, workbook, colours, pencils, sticks, rope tech.

---

5. **Procedure**:

- Show pictures of pairs of objects to the class such as:
  - A long / short scarf.
  - A long / short tie.
  - A long / short pencil.
  - A long / short rope.
  - A long / Short stick etc.
- Ask one of the children to find the other sock holding up one of the sock and say this is a long sock and label it as 'long'.
- Repeat with other pairs of objects.
- Show the children how to compare the length of two objects directly by putting them side by side.
- Ask a child to compare the length of two strings or ropes. Discuss which is longer / shorter.
- Give the children boxes or (empty packet of biscuit or medicines) and ask them to make a long train and a short train.
- Label the things in the outside environment like long wall, long line.

DAY – 4:

Children will colour the given concept of long and short on the workbook.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 5	Day: 4

Concept

Read and colour

long

short

Lesson Plan

Level: Prep
Term: 1
Week: 5
Periods: 2
Day: 5
Topic: Shape triangle – counting 1-30

1. **Objective**: Children will be able to:
   - Recognize and learn the shape ' triangle '
   - Write counting 1-30 with little assistance.
2. **Function:** Writing, colouring, tracing.
3. **Activity:** Making triangle with play dough.
4. **Material**: Black board, workbook, colours, erasers, play dough.

---

5. **Procedure**:

triangle

- ➢ Show the things which are triangle e.g. eraser, sharpener, clock etc.
- ➢ Tell them that triangle has 3 sides.
- ➢ Show the flash card of triangle.
- ➢ Write the spelling of triangle on the board. It is a tri-syllabelic word and must be taught as tri-an-gle
- ➢ Learn the spelling in group.
- ➢ Ask the name of different things which have triangle shape.
- ➢ Explain the task that they have to colour and trace triangle and they have also writing counting from 1-30 with colour code of tens and unit.

➢ Divide the class in 2 groups and switch groups when each has finished the assigned activity.

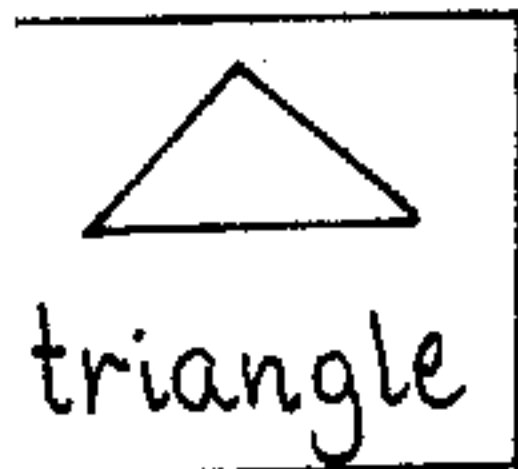
Group -I This group will do written work in work book.

Group – II This group will make triangle shape with play dough.

Worksheet

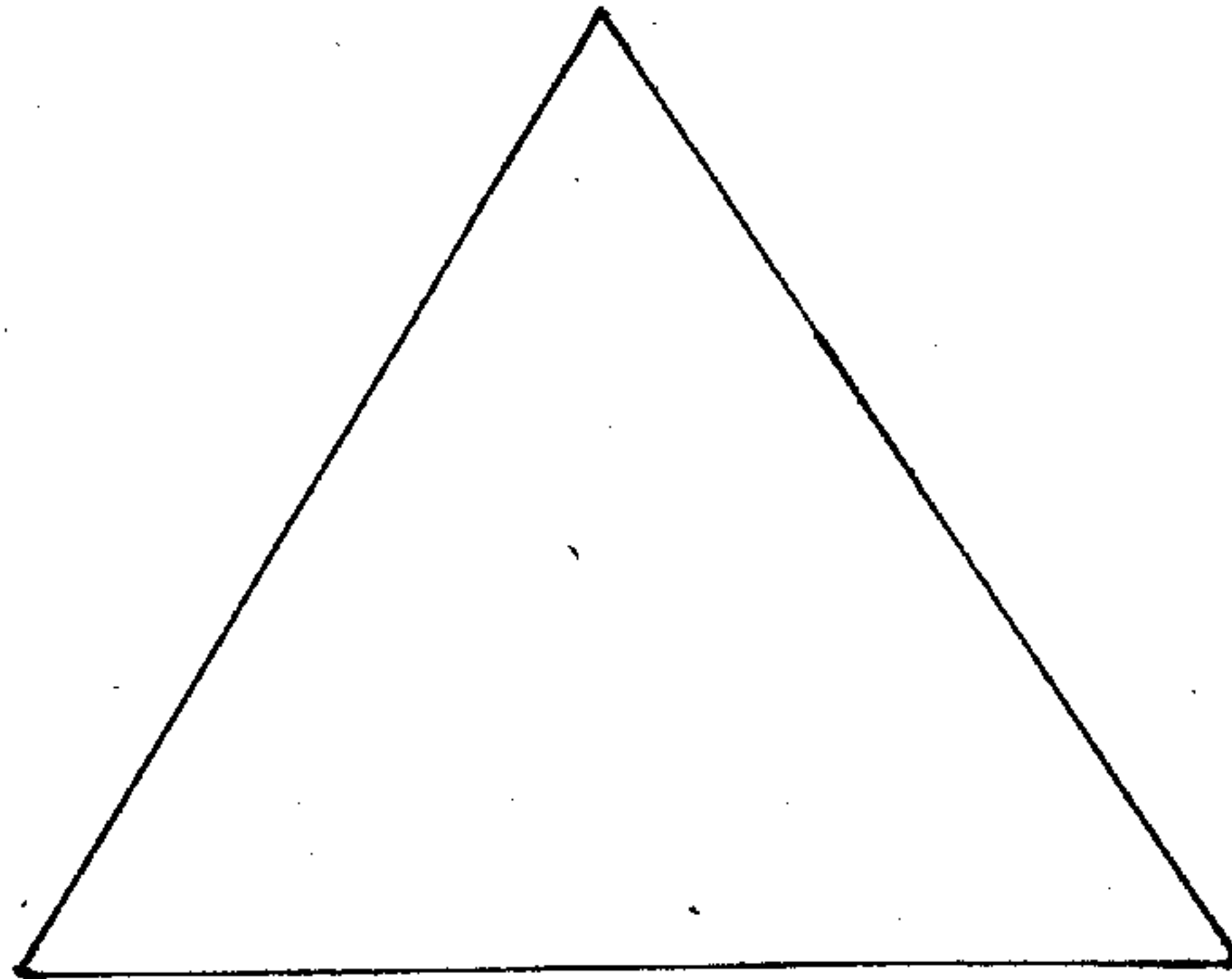
Date: ____________________ Day: ________________

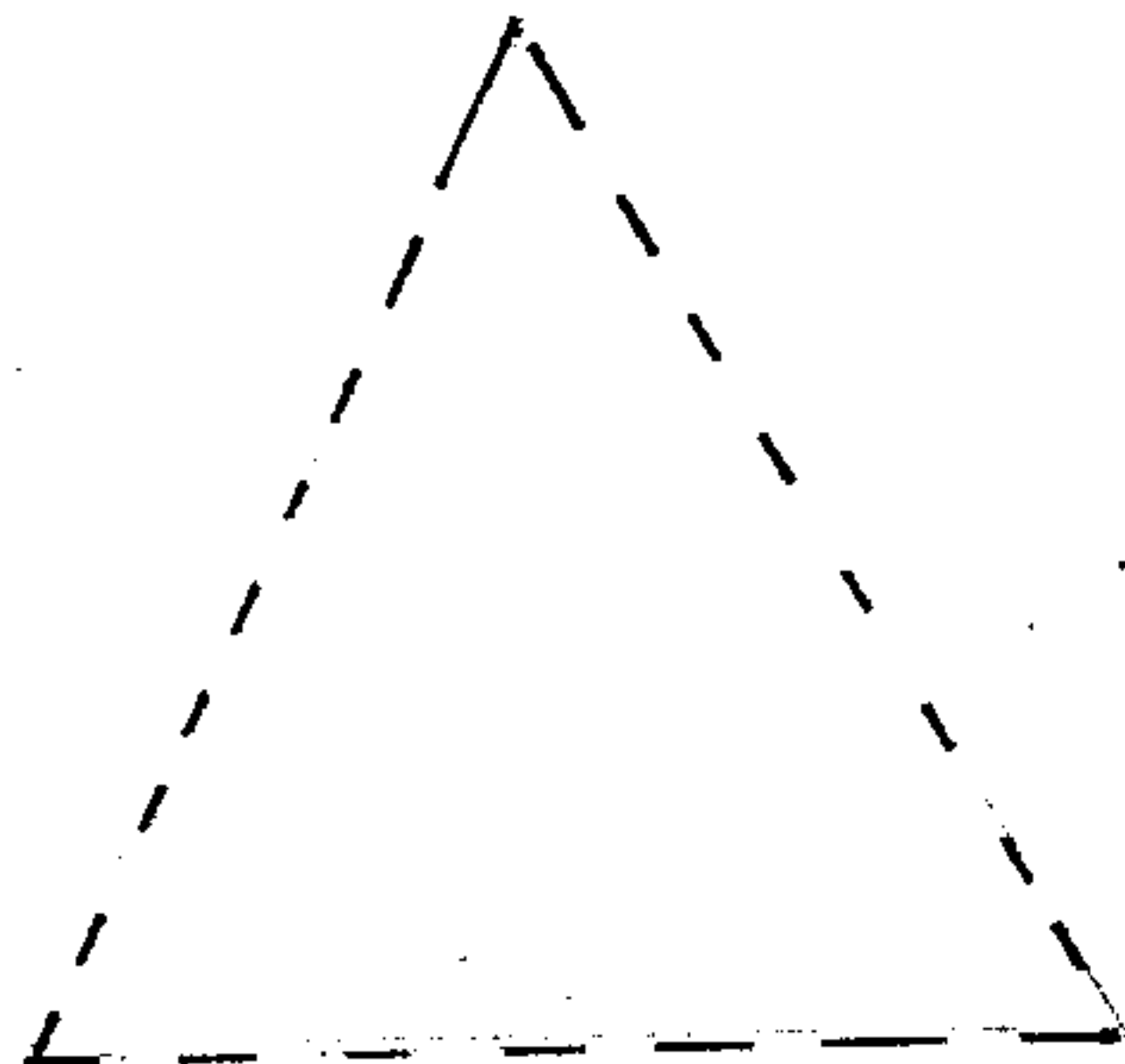
Level: Prep
Week: 5
Term: 1
Day: 5

Write numbers from 1-30

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 5	Day: 5

Read and colour

triangle

Trace

Lesson Plan

Level: Prep
Term: 1
Week: 5
Period: 1
Day: 6
Topic: Introduced concepts- Assessment

1. **Objective**: Children will be able to recognize the required size.

2. **Function:** Colouring.

3. **Material**: Black board, workbook, pencils, colours.

---

4. **Procedure**:

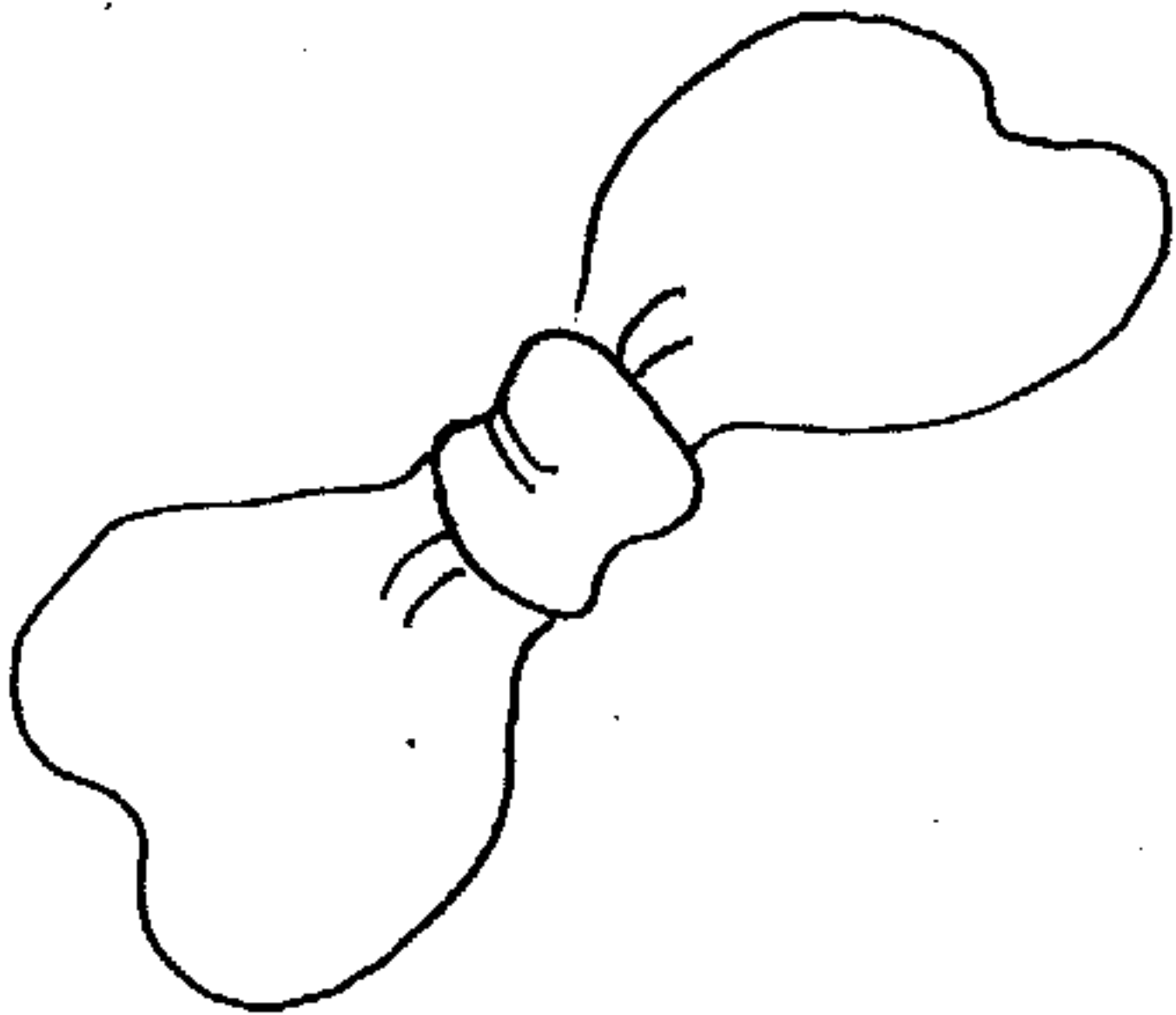
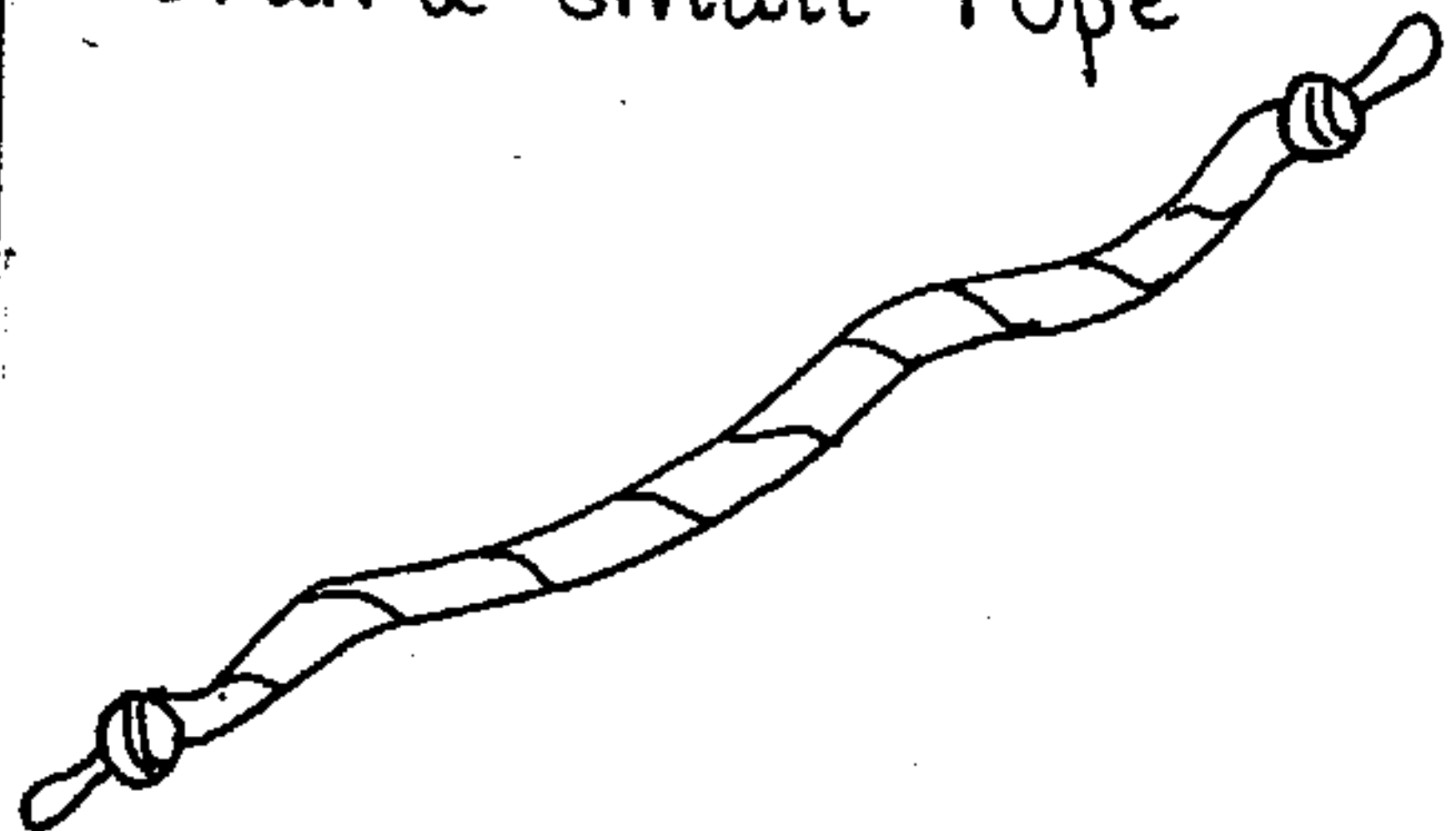
- As children are familiar with the introduced sizes big/small, bigger/ smaller and long/short so explain the task on the board that they have to colour the required size.
- Children will do the planned work in work books as per the given sheets.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 5	Day: 6

Concepts

Draw a big ball	Draw a long pencil
Draw a small bow	Draw a small rope

Lesson Plan

Level: PREP
Term: 1
Week: 6

Topic/Concept	Verbal Communication	Written Work	Assessment
Introduction of - Spelling of seven - What comes before Reinforcement of - Join the numbers - Counting -Number in words - Shapes - What comes after	- Counting 1 – 40 - Spelling of seven - What comes before - Spelling of shapes	- Counting 1 – 30 - Spelling of seven - What comes after - Spelling of shapes	Yes

Lesson Plan

Level: Prep
Term: 1
Week: 6
Periods: 2
Day: 1
Topic: Number in words

1. **Objective**: Children will be able to read and write the spelling of 7.

2. **Function:** Learning and writing.

3. **Activity:** Colouring, making a picture by joining dots.

4. **Material**: Black board, workbook, pencils, colours, eraser.

---

5. **Procedure**:

- ➢ Show the flash card of seven and then learn the spelling in group.
- ➢ Ask the spelling individually.
- ➢ The children will do their work in group and switch groups when each has finished the assigned activity.

Group –I

This group will do exercise what comes after on the teacher made material (sample given).

Group – II

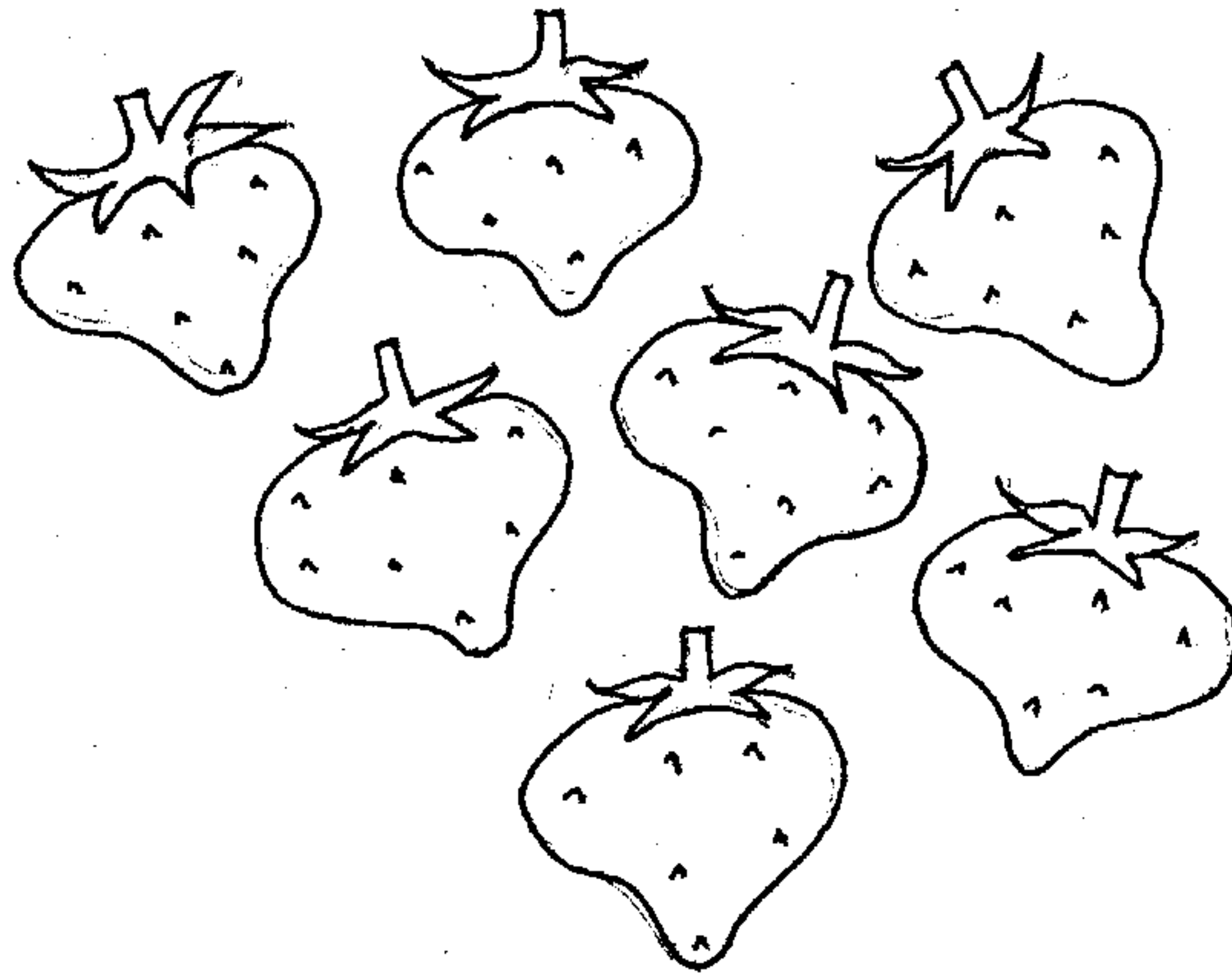
This group will do written work in workbooks.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 6	Day: 1

Learn and write

	7	-	s	e	v	e	n		

Lesson Plan

Level: Prep
Term: 1
Week: 6
Period: 1
Day: 2
Topic: What comes before.

1. **Objective**: Children will be able to:
   - Further improve on their number operation.
   - Learn about smaller and bigger numbers.

2. **Function:** Writing.

3. **Activity:** Before number (1 – 10) exercise.

4. **Material**: Black.

---

5. **Procedure**:

➢ Make children stand in a sequence and start counting from the first child emphasizing on the child before.
➢ Using 1-10 number strip ask children to say aloud the sequence.
➢ Count from 1-10.
➢ Count from 10-1.
➢ Hide one number e.g. 4 and ask the children what is the number before 5 and so on.
➢ Reinforcement through activities while children are forming lines inside and outside the classroom.
➢ Explain the written task on the board that they have to write before numbers in front of the given number.

Worksheet

Date: ____________________ Day: ________________

Level: Prep
Week: 6
Term: 1
Day: 2

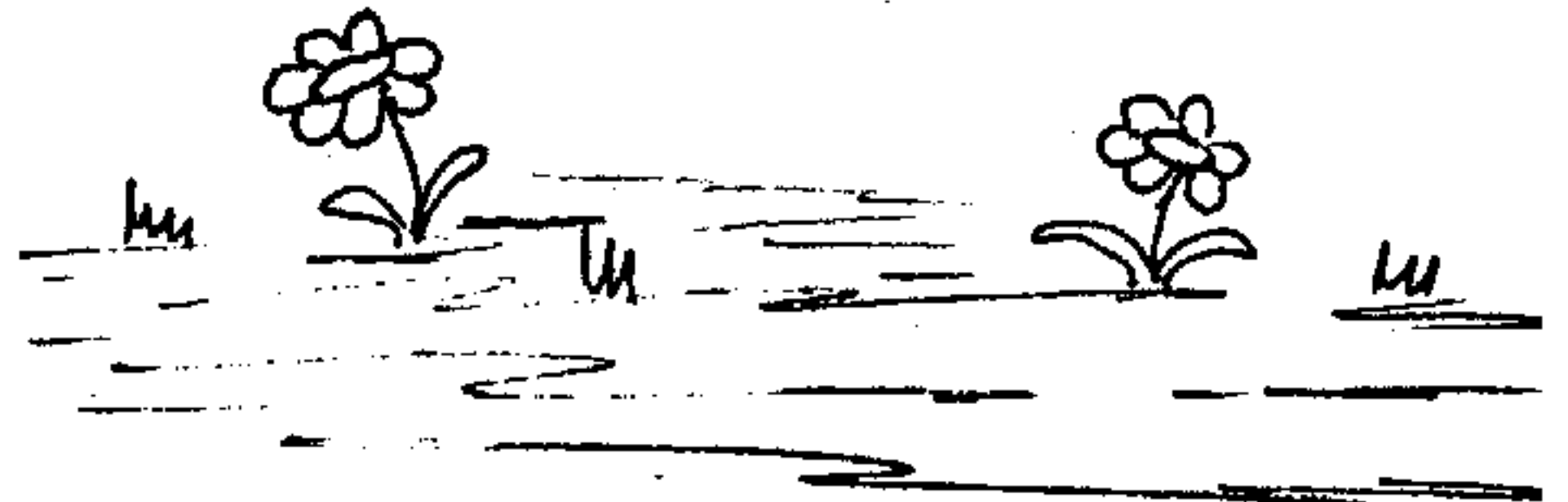
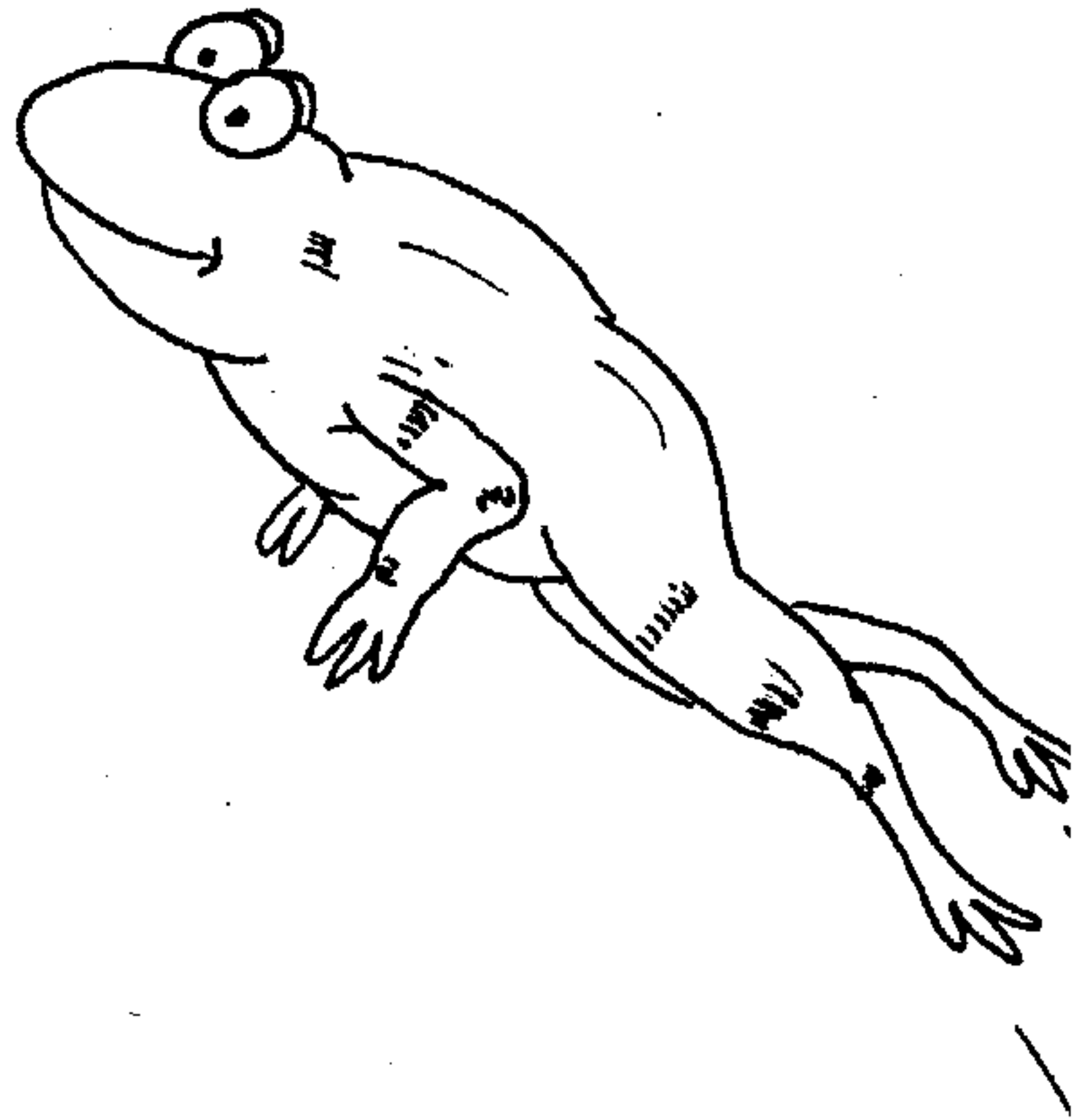
What comes before

____ 3

____ 7

____ 2

____ 5

____ 9

Lesson Plan

Level: Prep
Term: 1
Week: 6
Periods: 1
Day: 3
Topic: Counting 1-30, what comes after.

1. **Objective**: Children will be able to write counting from 1 – 30 independently with colour code.

2. **Function:** Writing.

3. **Activity:** What comes after.

4. **Material**: Black board, workbooks, pencils, colours & eraser.

---

5. **Procedure**:

- Explain the task on the board that they have to write counting from 1-30 with colour code of tens and unit and will also write after numbers in front of the given numbers.
- Do the planned work verbally on the board.
- After explanation the children will do the planned work in workbook.

Worksheet

Date: ____________________ Day: _______________

Level: Prep
Week: 6

Term: 1
Day: 3

Write numbers from 1-30

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 6	Day: 3

What comes after

_____ 7

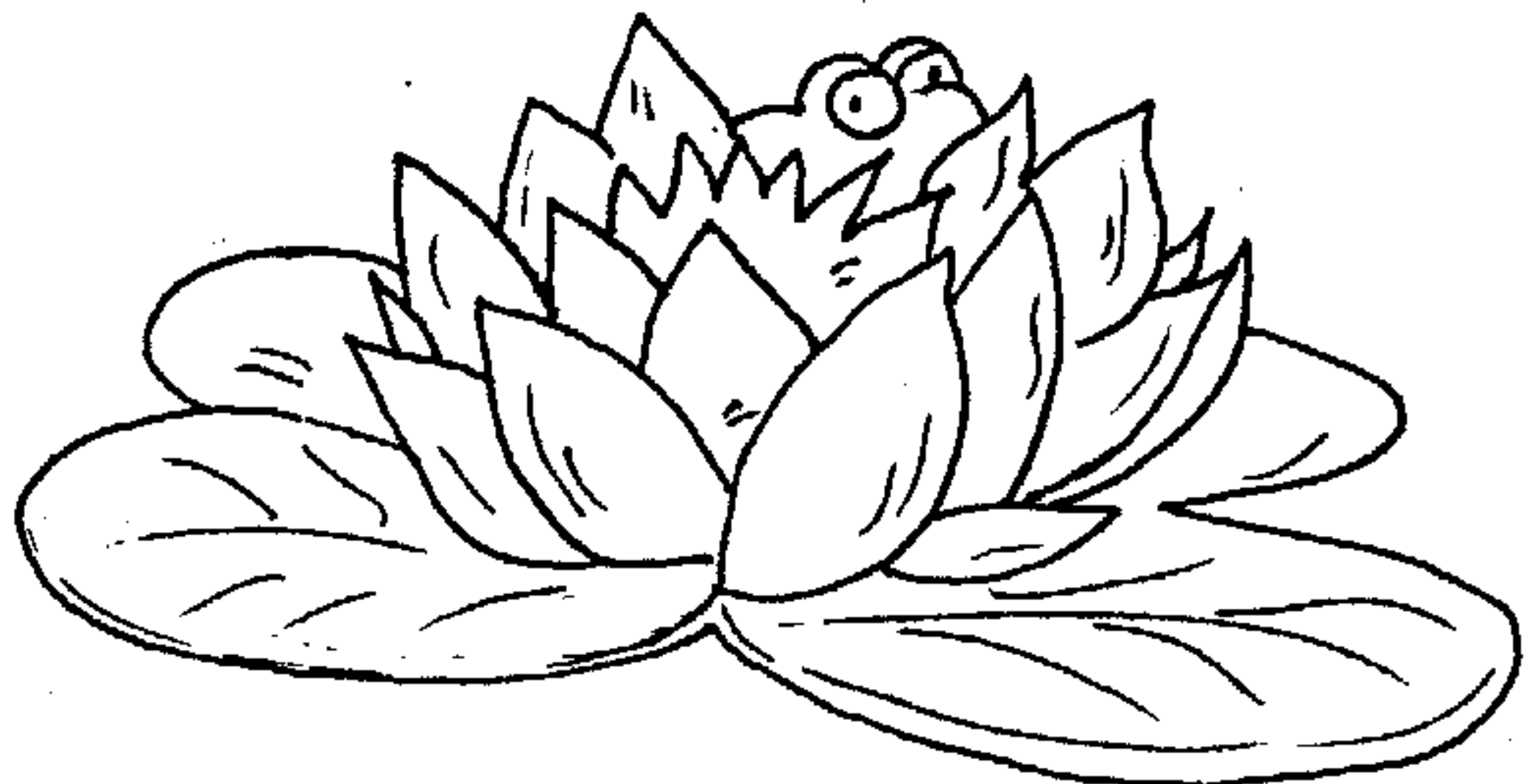
_____ 12

_____ 3

_____ 18

_____ 25

_____ 20

_____ 29

Lesson Plan

Level: Prep
Term: 1
Week: 6
Period: 1
Day: 4
Topic: Number in words.

1. **Objective**: Children will be able to write and recognize number in words.

2. **Function:** Writing and colouring.

3. **Activity:** What comes after.
4. **Material**: Black board, work books, pencils, erasers, colours.

---

5. **Procedure**:

- ➢ Oral drill will be done. Ask each child spellings of numbers from 1-7.
- ➢ Then explain the written task that they leave have to write spellings of numbers in front of the given number on the workbook.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 6	Day: 4

Write in words

2 ____________________

6 ____________________

4 ____________________

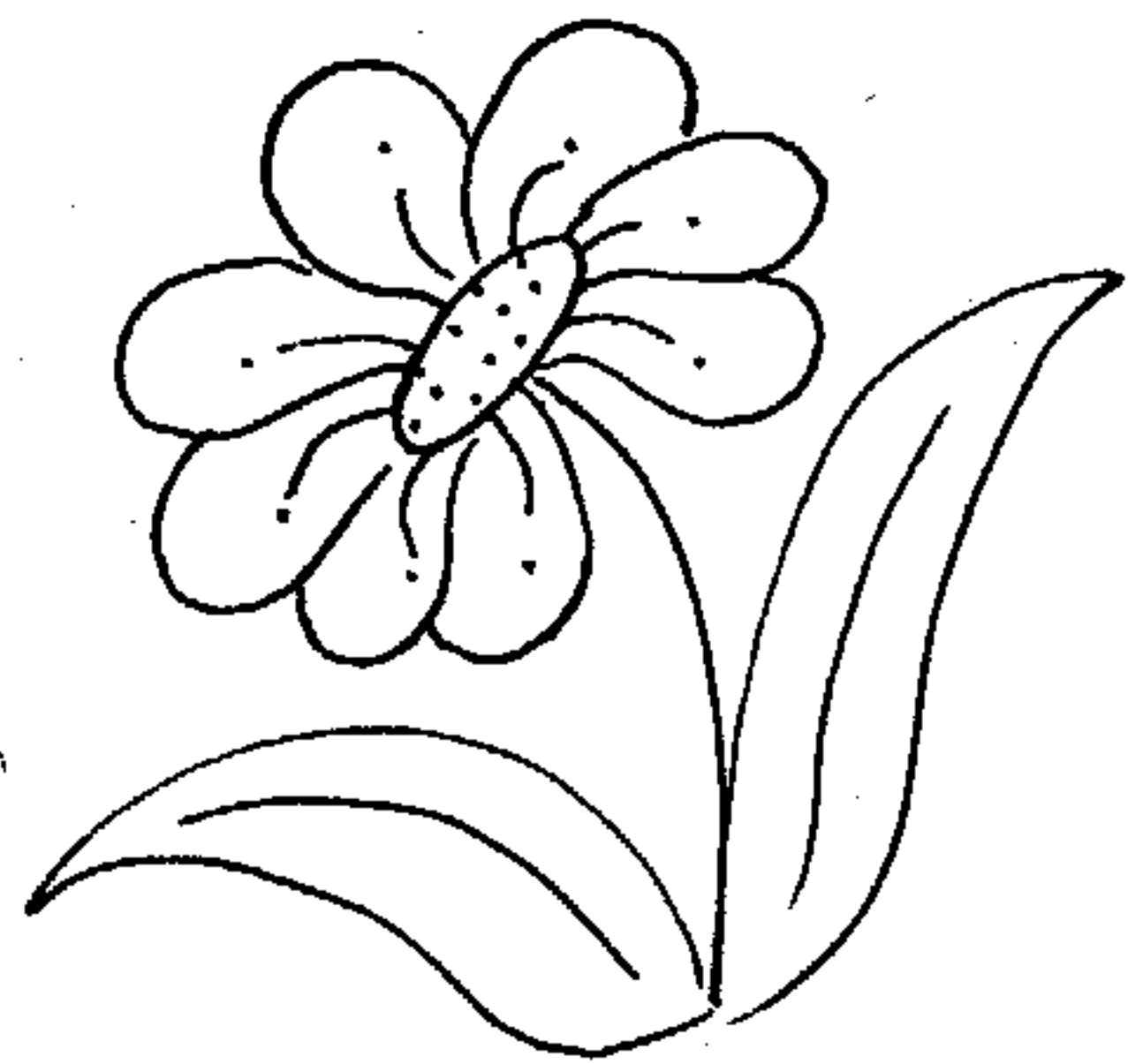
1 ____________________

7 ____________________

5 ____________________

3 ____________________

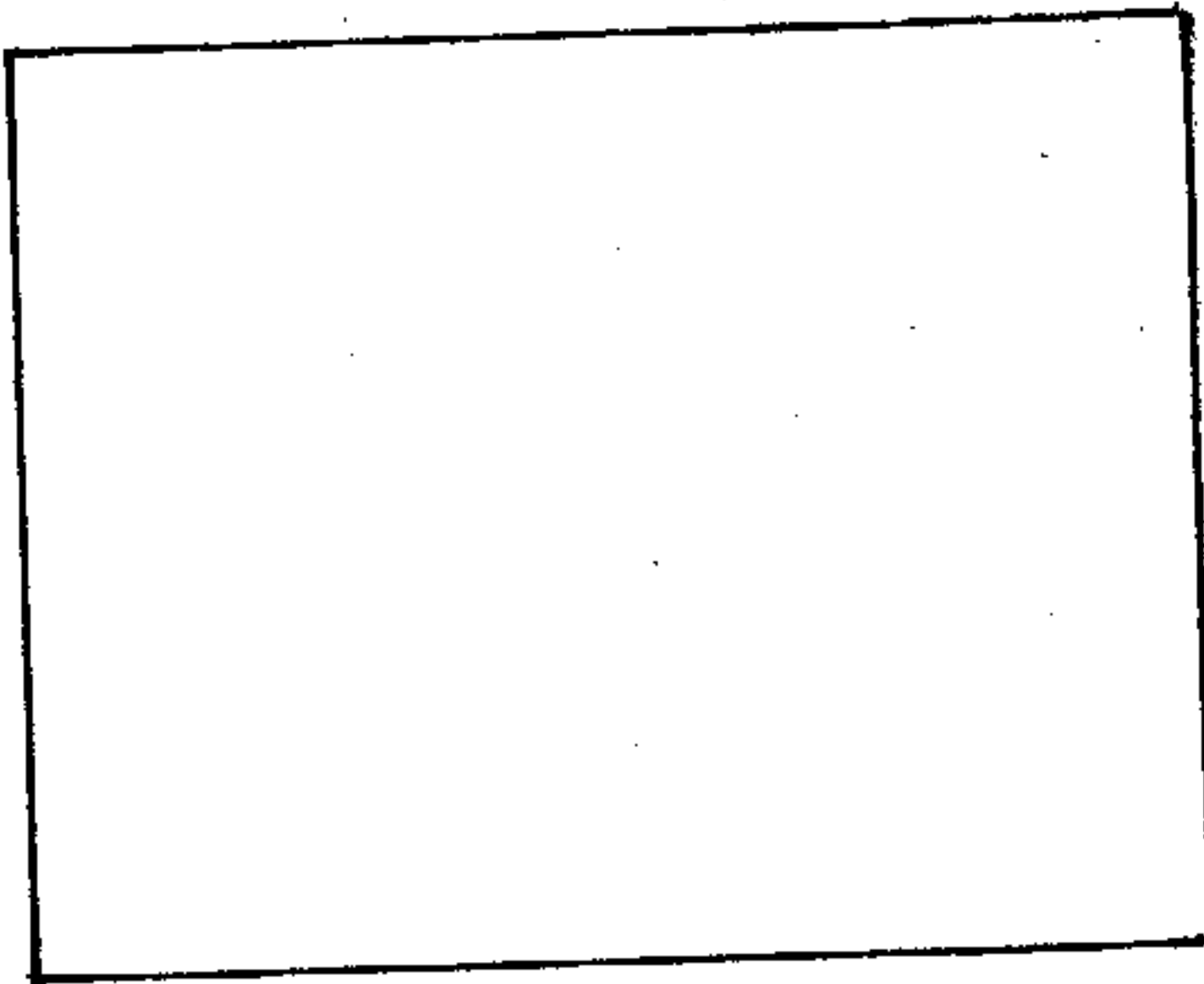
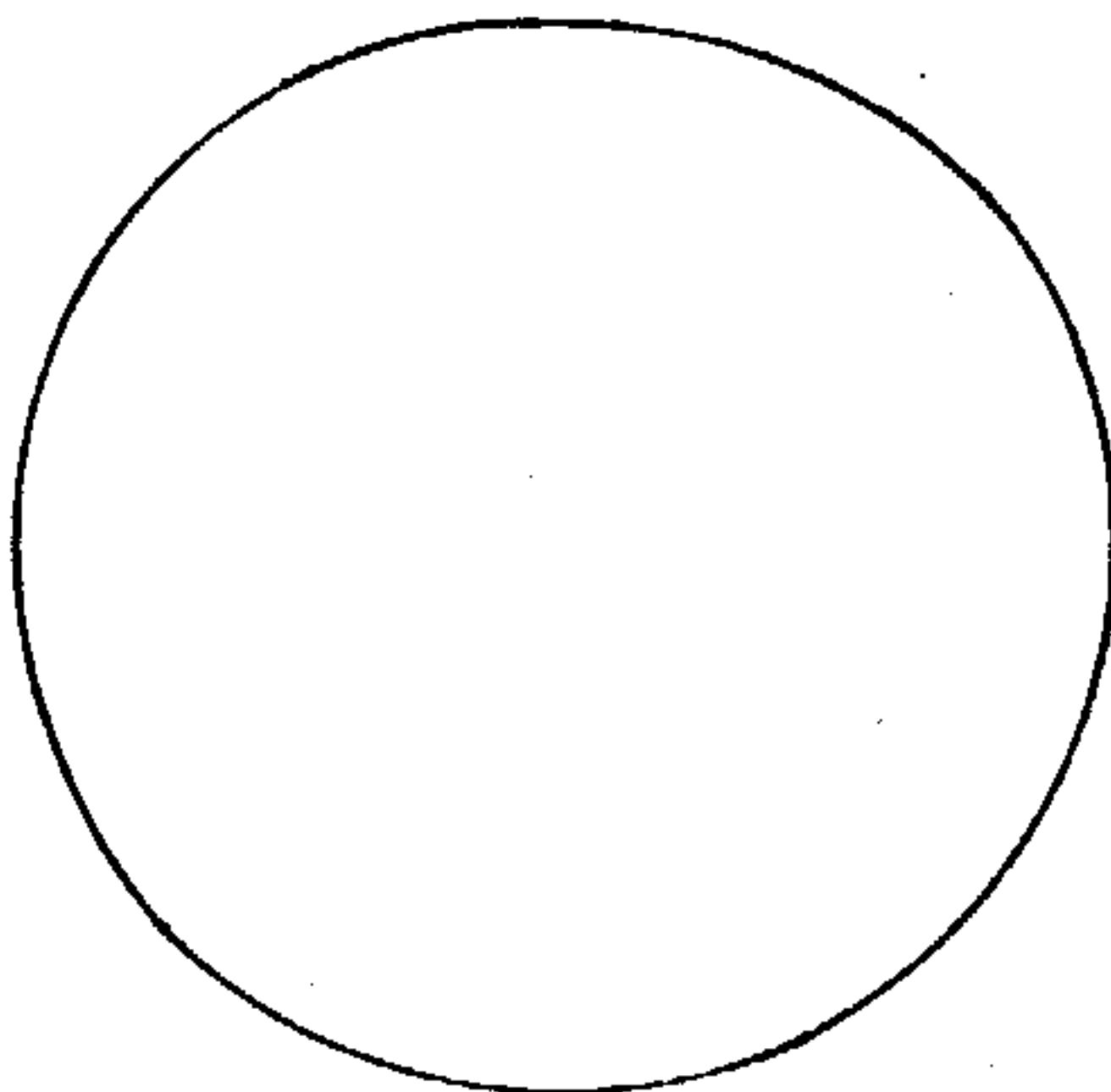
Worksheet

Day: ____________

Date: ____________

Level: Prep Week: 6	Term: 1 Day: 5

Write and colour the shape

____

____

Lesson Plan

Level: Prep
Term: 1
Week: 6
Period: 1
Day: 6
Topic: Number line - Assessment

1. **Objective**: Children will be able to work on number line.

2. **Function:** Writing.

3. **Material**: Black board, workbooks, pencils, colours, eraser.

---

4. **Procedure**:

- Explain the written task on the board that they have to complete the number line.
- The children will do the planned work on workbooks independently.
- After explanation they will do the planned work.

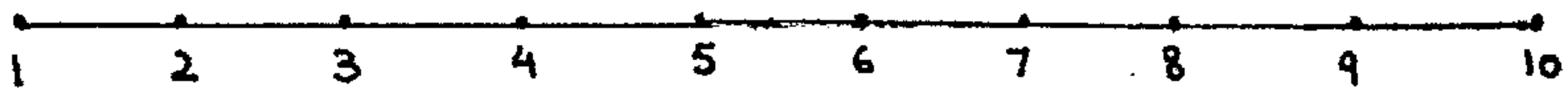
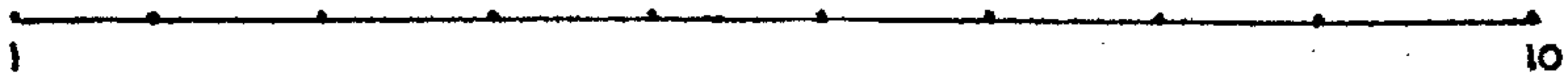
Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 6	Day: 6

Number line

Complete the number line

1 10

Lesson Plan

Level: PREP
Term: 1
Week: 7

Topic/Concept	Verbal Communication	Written Work	Assessment
Introduction of - Counting - Spelling of oval - Longer/shorter Reinforcement of - Counting - Number in words - Missing numbers - Count and write	- Counting 1 – 40 - Spelling of shapes & numbers - Learn the difference between longer/ shorter	- Counting 1 – 40 - Spelling of oval & introduced shapes - Colouring in concept	Yes

Lesson Plan

Level: Prep
Term: 1
Week: 7
Period: 1
Day: 1
Topic: Counting 1-40

1. **Objective**: Children will be able to:
   - Count in a proper sequence.
   - Recognize and identify numbers at random.
2. **Function:** Writing.
3. **Activity:** Arranging the number card from 31-40.
4. **Material**: Black board, work books, pencils, eraser, colours.

---

5. **Procedure**:

- Oral drill of counting will be done first from 1-50.
- Hold up two cards [31] and [40]
- Build up the sequence from 31 to 40 by asking what comes after 31 . . . . and so on.
- Draw a large fish on the black board. Ask a child to choose a number from 31-40.
- Draw that number of spots on the fish, asking the children to count aloud as each spot is drawn.
- Place the number cards on the table and let the children arrange them in a proper sequence.
- Divide the children in groups and switch groups when each has finished the assigned activity.

Group – I
This group will arrange the cards in sequence from 31-40 individually.

Group – II
This group will write counting from 31-40 in workbook.

Worksheet

Date: ____________________ Day: ________________

Level: Prep Term: 1
Week: 7 Day: 1

Learn and write

	T	U							
	3	1							
	3	2							
	3	3							
	3	4							
	3	5							
	3	6							
	3	7							
	3	8							
	3	9							
	4	0							

Lesson Plan

Level: Prep
Term: 1
Week: 7
Period: 1
Day: 2
Topic: Shape oval

1. **Objective**: Children will be able to recognize and learn the shape 'oval.'

2. **Function:** Learning and writing of spelling of oval colouring, tracing.

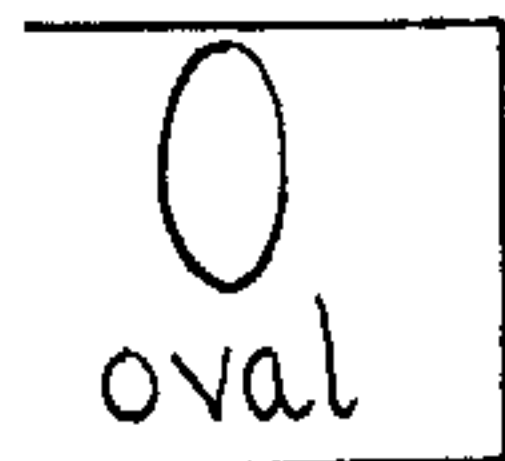
3. **Activity:** Making an oval with play dough.

4. **Material**: Black board, workbooks, play dough, pencil, eraser, colour, flash card.

---

5. **Procedure**:

oval

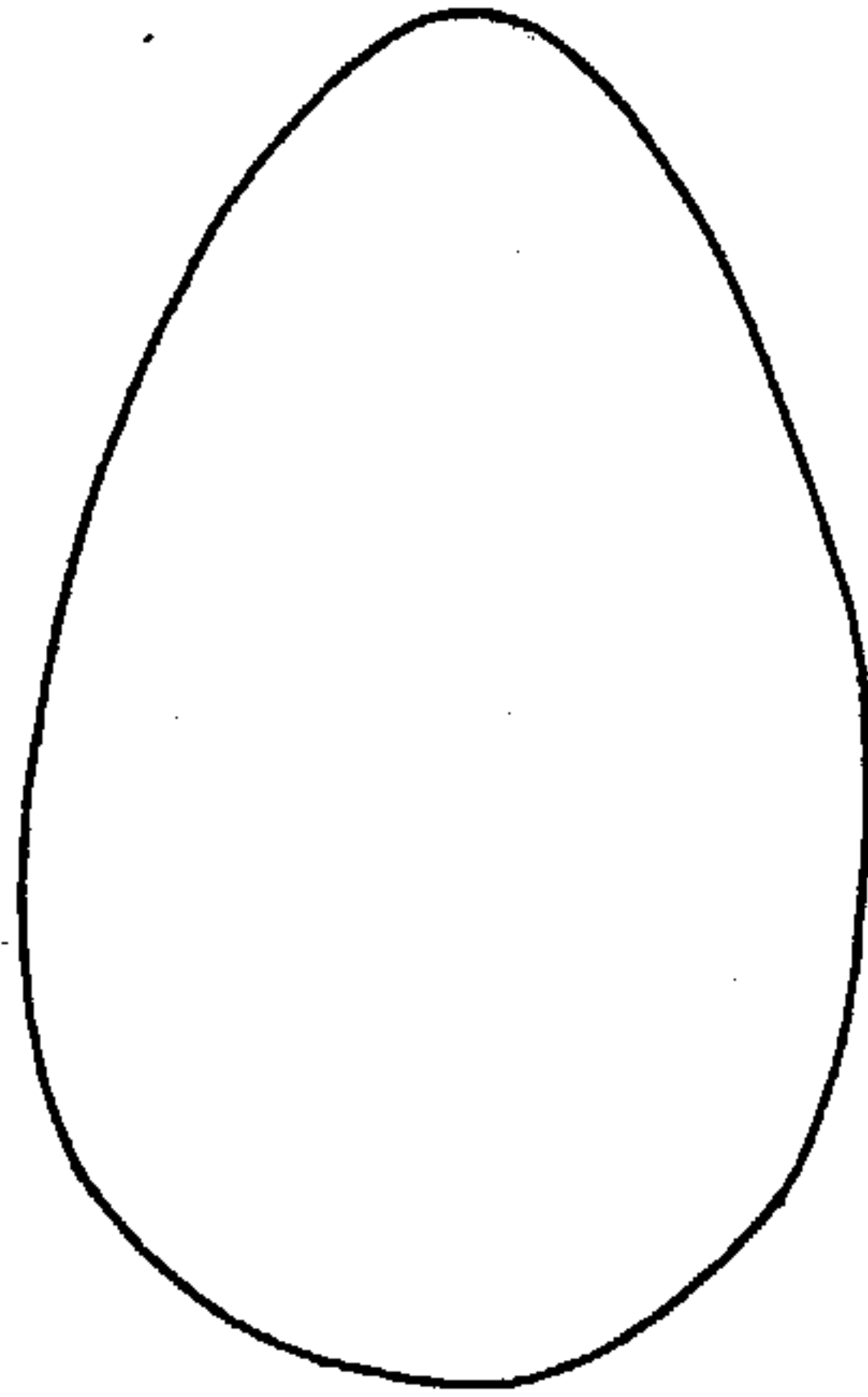
- Show the things which are oval e.g. egg, oval leaf.
- Tell them oval has no side.
- Show the flash card of oval.
- Write the spelling of oval on the board.
- Learn the spelling in group.
- Ask the name of different things, which have oval shape.
- Children will read, trace and colour the oval on workbook.
- They will make oval shape with play dough.
- Divide them in group and switch groups when each has finished the assigned activity.

Group – I This group will make oval with play dough.

Group – II This group will do the planned work in workbook.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 7	Day: 2

Read and colour

oval

Trace

Lesson Plan

Level: Prep
Term: 1
Week: 7
Period: 1
Day: 3
Topic: Missing numbers

1. **Objective**: Children will be able to write the missing numbers.

2. **Function:** Writing.

3. **Activity:** Colouring.

4. **Material**: Black board, work books, pencil, eraser, colour.

---

5. **Procedure**:

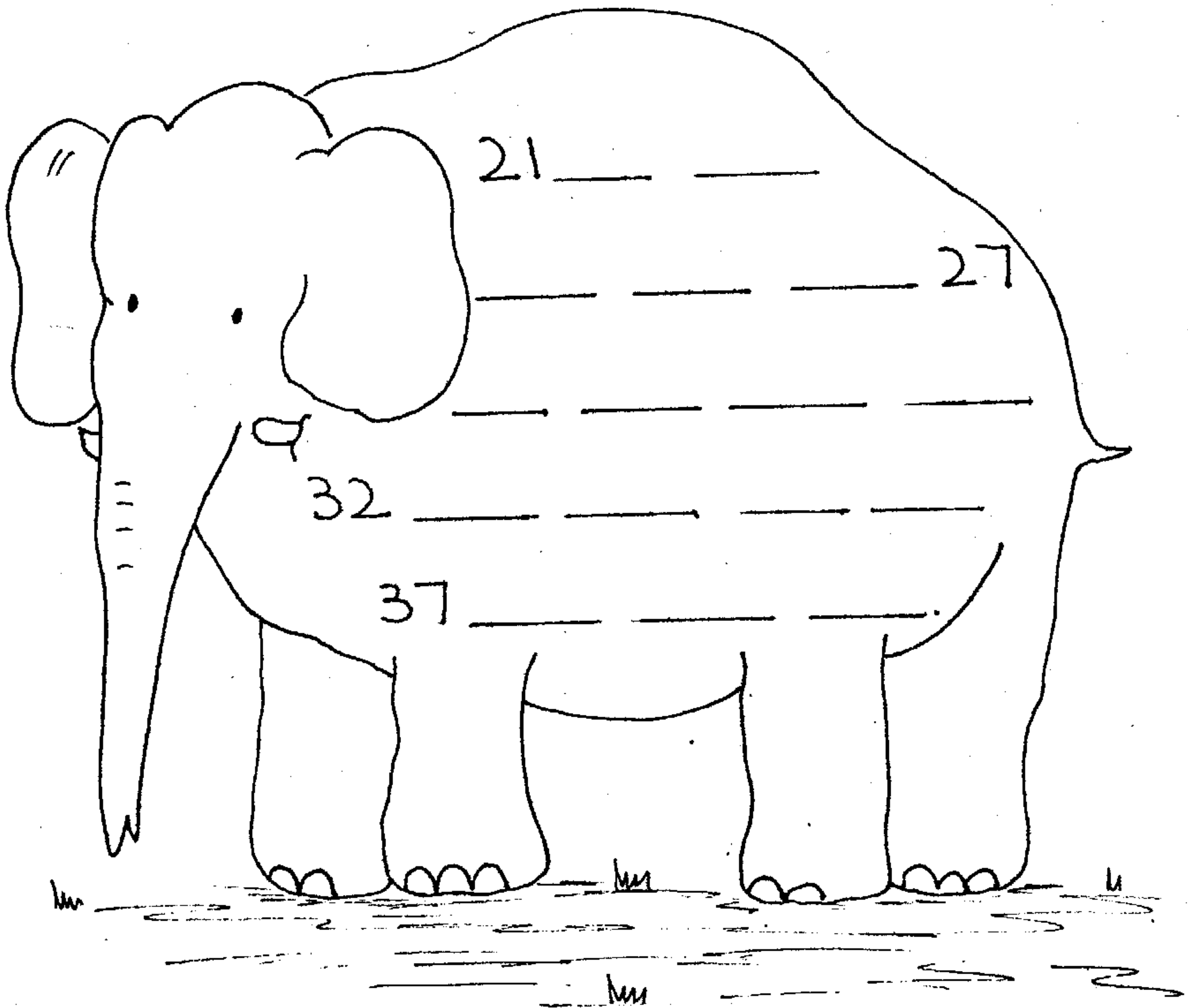
   - Oral drill of counting from 1 – 40 will be done.

   - Explain the planned work on the board that they have to write missing numbers to complete the sequence in workbook.

Worksheet

Date: ______________________ Day: ____________________

Level: Prep	Term: 1
Week: 7	Day: 3

Write the missing numbers

Lesson Plan

Level: Prep
Term: 1
Week: 7
Period: 1
Day: 4
Topic: Numbers in words

1. **Objective**: Children will be able to write number in words independently.

2. **Function:** Writing and colouring.

3. **Activity:** Matching.

4. **Material**: Blackboard, workbooks, pencil, eraser, colours, flash cards and button box.

---

5. **Procedure**:

- Oral drill of number in words will be done first.
- Explain the planned task on the board that they have to write spelling of numbers.
- They have to match numbers with quantity.
- Divide the children in to groups and switch groups when each has finished the assigned activity.

Group – I

They will do the matching exercise i.e. in front of one button they will put the flash card of one in front of 2 buttons they will placed the flash card of two and so on.

Group – II

They will do the planned written work on work book.

Lesson Plan

Level: Prep
Term: 1
Week: 7
Period: 1
Day: 5
Topic: Concept longer/shorter, count and write.

1. **Objective**: Children will be able to:
   - Understand the concept of size.
   - Compare things according to the size.
2. **Function:** Colouring.
3. **Activity:** Sorting exercise.
4. **Material**: Black board, work books, pencil, eraser, colours, basket containing things of different size.

---

5. **Procedure**:
   - ➢ Show a short pencil and a long one and then a little longer than the long one. Tell them that this is short, this is long and this is longer. Do the same with short and shorter pencil.
   - ➢ Explain the planned written work that they have to colour the shorter and longer concept and will do the exercise of connt and write.
   - ➢ They will sort out items of different size i.e. short, longer, long, short, shorter.
   - ➢ Divide them in groups and switch groups when each has finished the assigned activity.

Group – I

This group will sort out items from the basket and will place them according to the size i.e. long, longer.

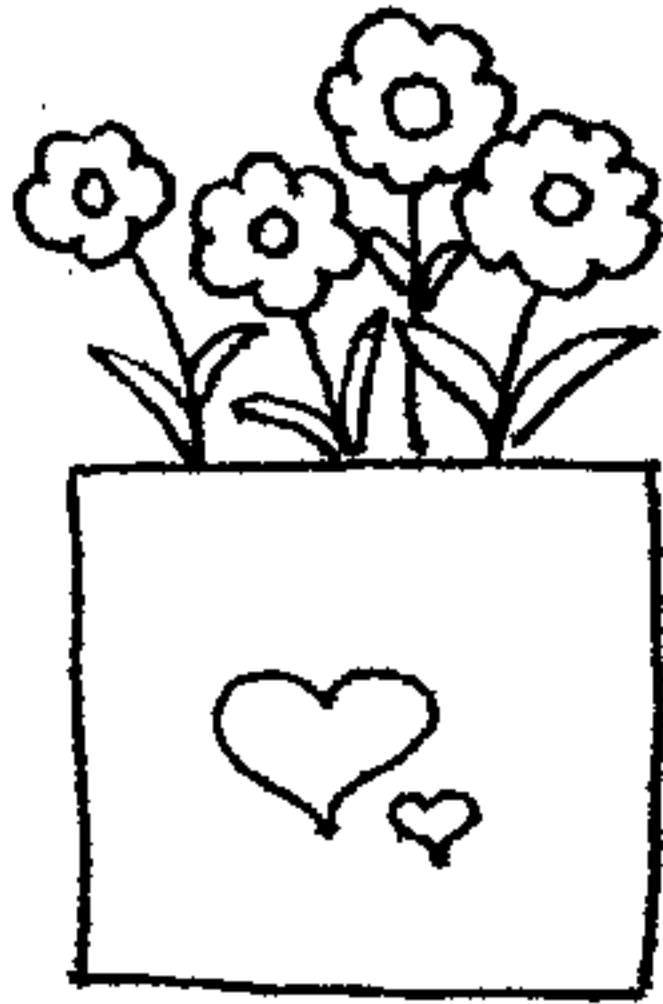
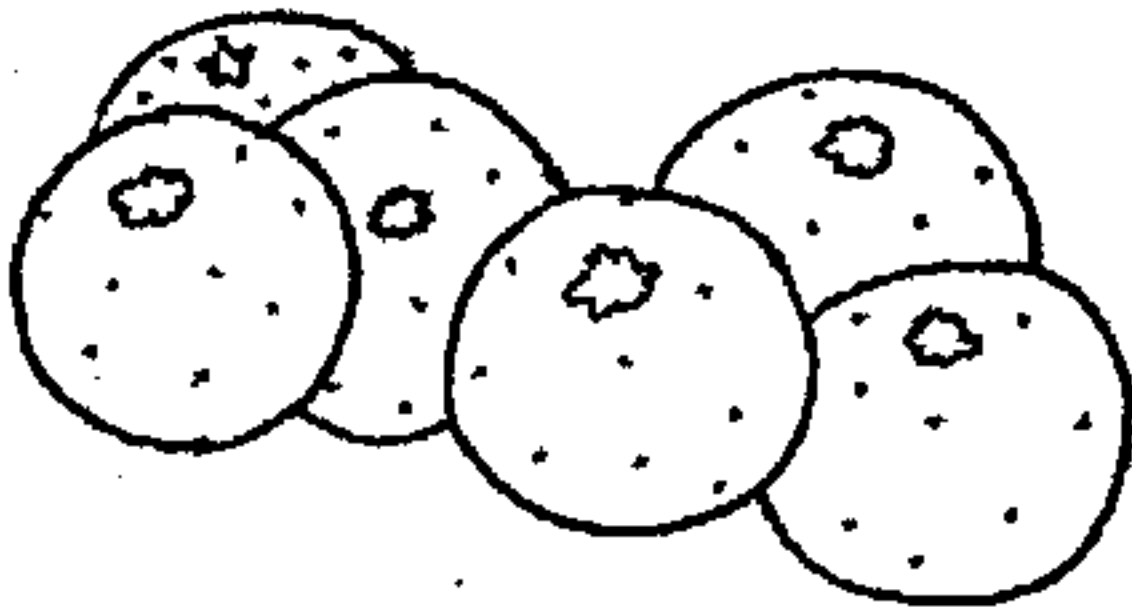
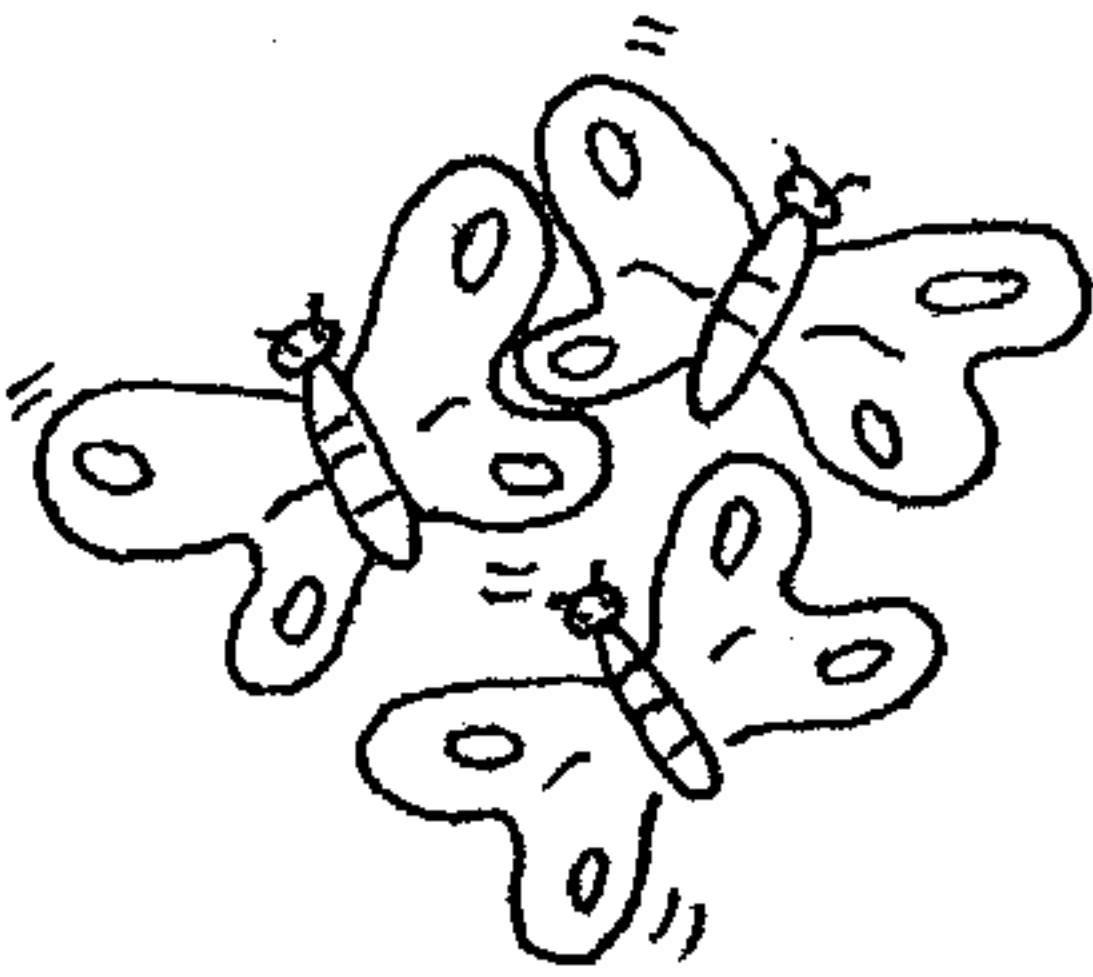
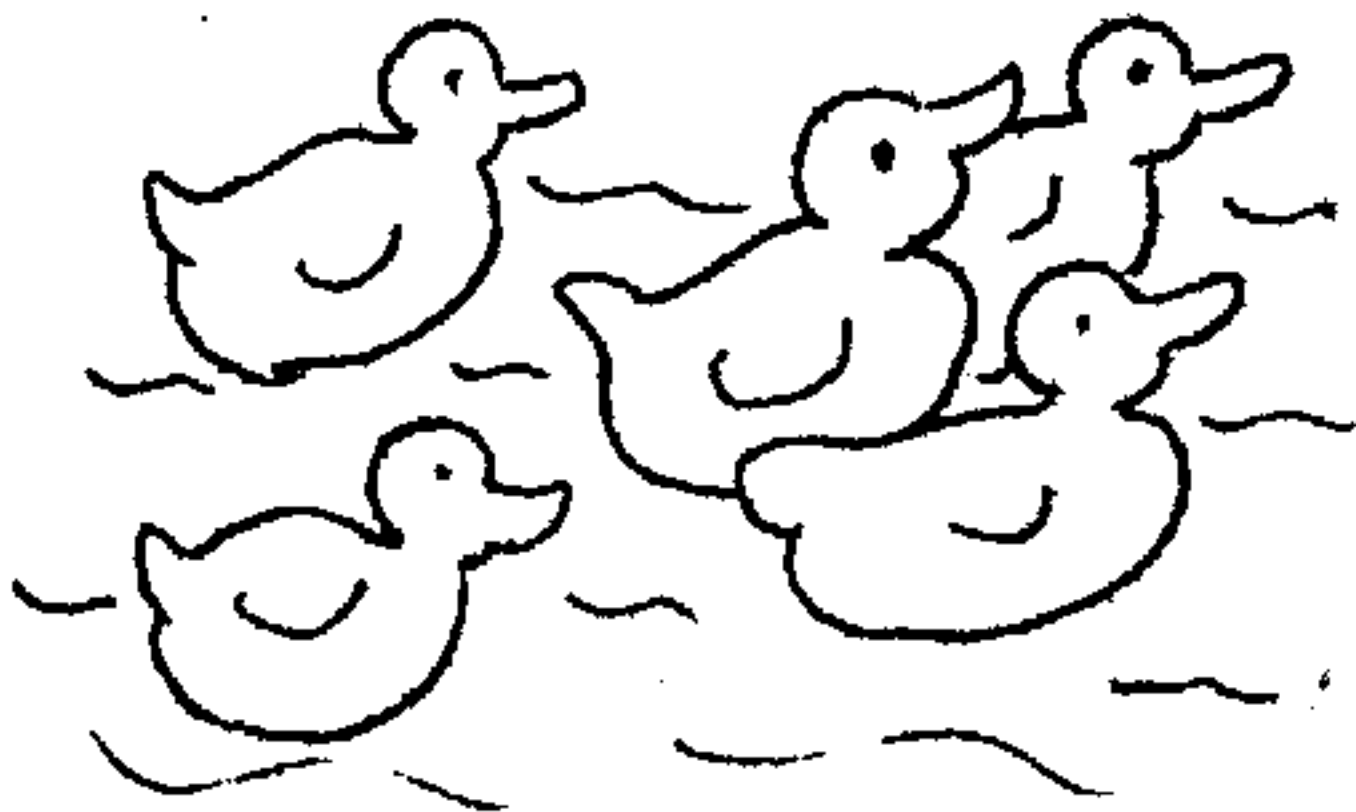
Group – II

They will colour in the given concept and will do the connt and write exercise.

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 7	Day: 5

Count and write

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Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 7	Day: 5

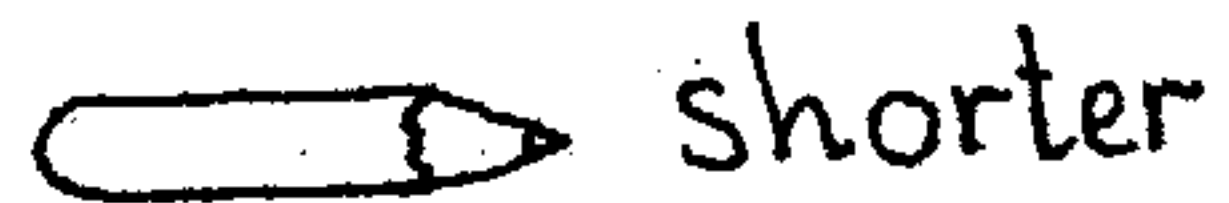
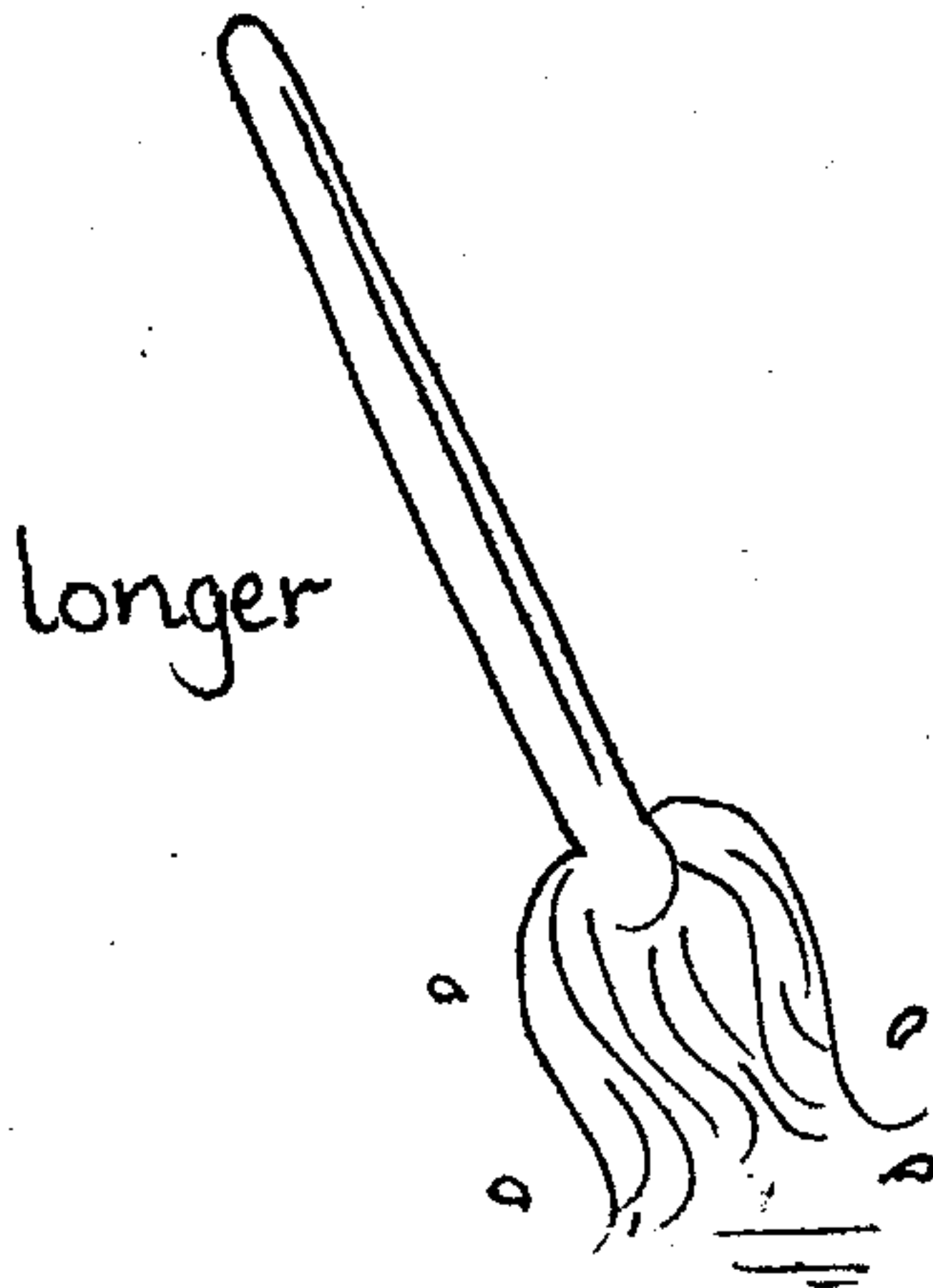
Concept

Read and colour

long

short

longer

shorter

Lesson Plan

Level: Prep
Term: 1
Week: 7
Period: 1
Day: 6
Topic: Counting 11 – 40 - Assessment

1. **Objective**: Children will be able to write counting from 11 – 40 in proper sequence.

2. **Function:** Writing.

3. **Material**: Black board, work books, pencil, eraser, colour.

---

4. **Procedure**:

Explain the planned work on the board that they have to write counting from 11 – 40 with colour code of tens and units.

Lesson Plan

Level: PREP
Term: 1
Week: 8

Topic/Concept	Verbal Communication	Written Work	Assessment
All the introduced topics/concepts	Oral explanation of worksheets	Worksheets	Assessment week

Lesson Plan
Assessment week

Level: Prep
Term: 1
Week: 8
Periods: 2
Day: 1
Topic: Counting, count and write.

1. **Objective**: Children will be able to:
   - Write counting in proper sequence with colour code of tens and units.
   - Count and write number.

2. **Function:** Writing, colouring.

3. **Material**: Black board, work books, pencil, eraser, colour.

---

4. **Procedure**:

Explain the work sheets on the board that they have to write counting from 1-30 with colour code of tens and units and will have to do count and write exercise.

Assessment Week
Worksheet

Date: ____________________ Day: ________________

Level: Prep Term: 1
Week: 8 Day: 1

Write numbers from 1-30

Assessment Sheet
Worksheet

Date: ____________________ Day: ________________

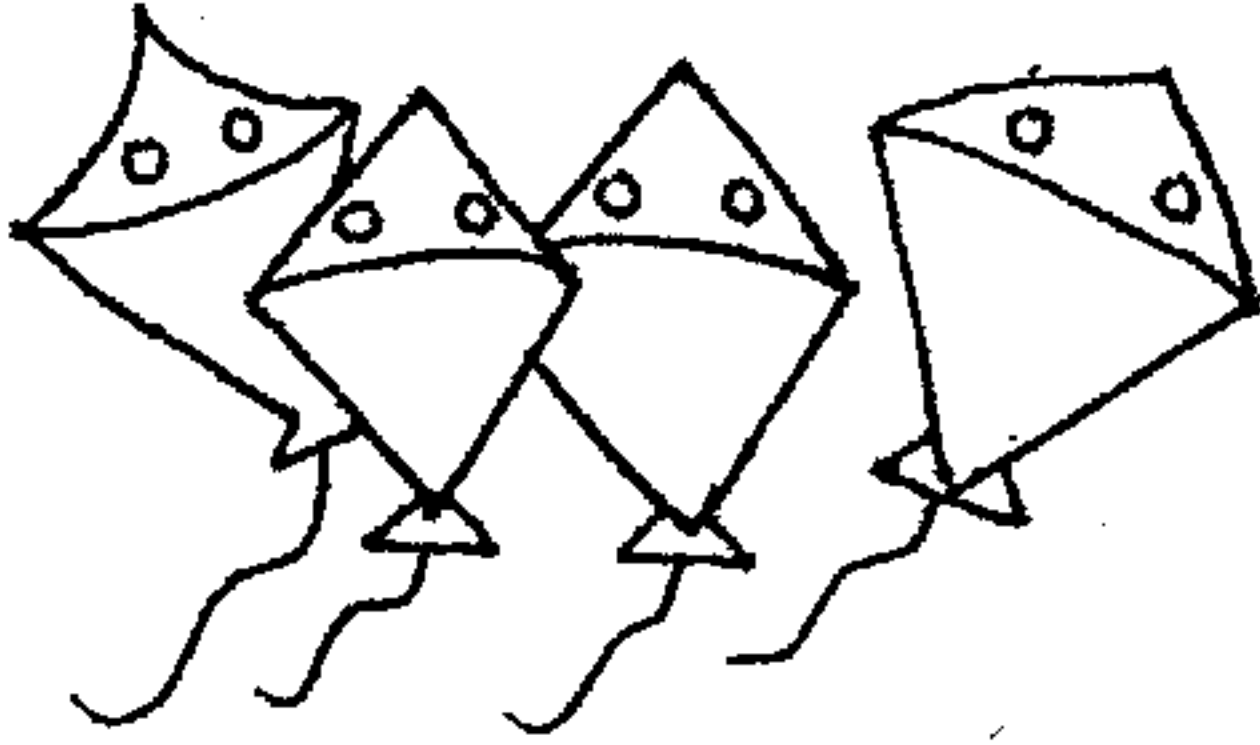
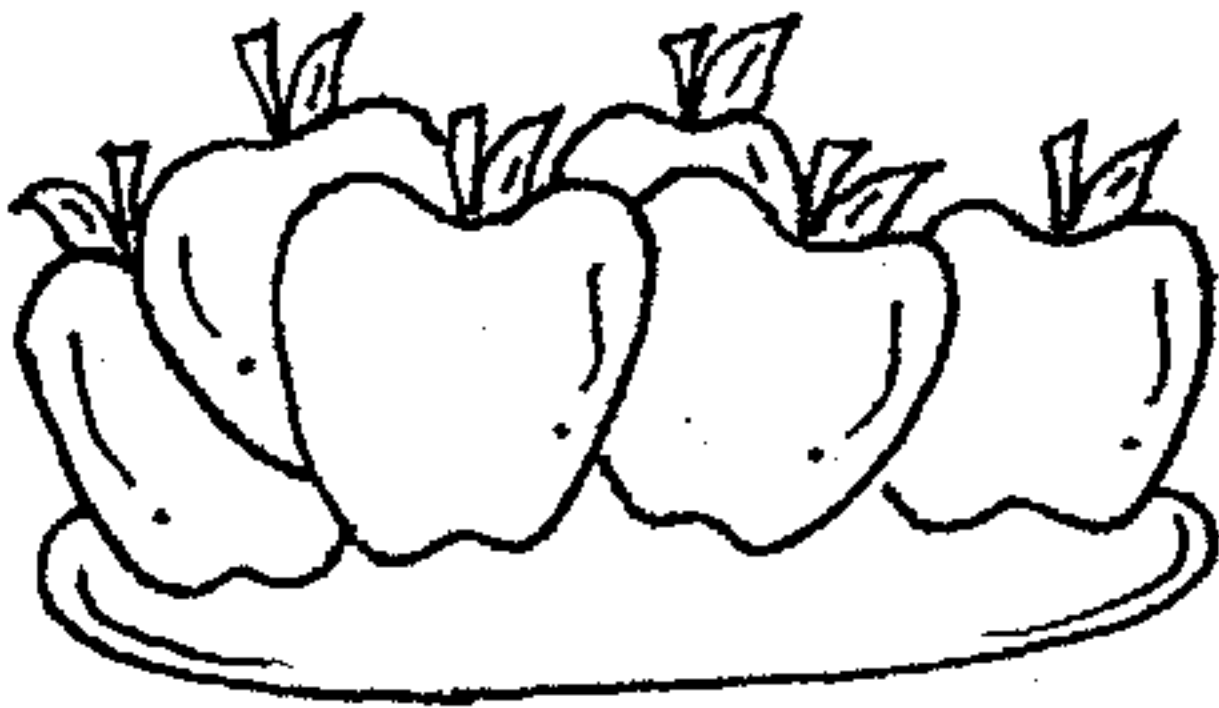
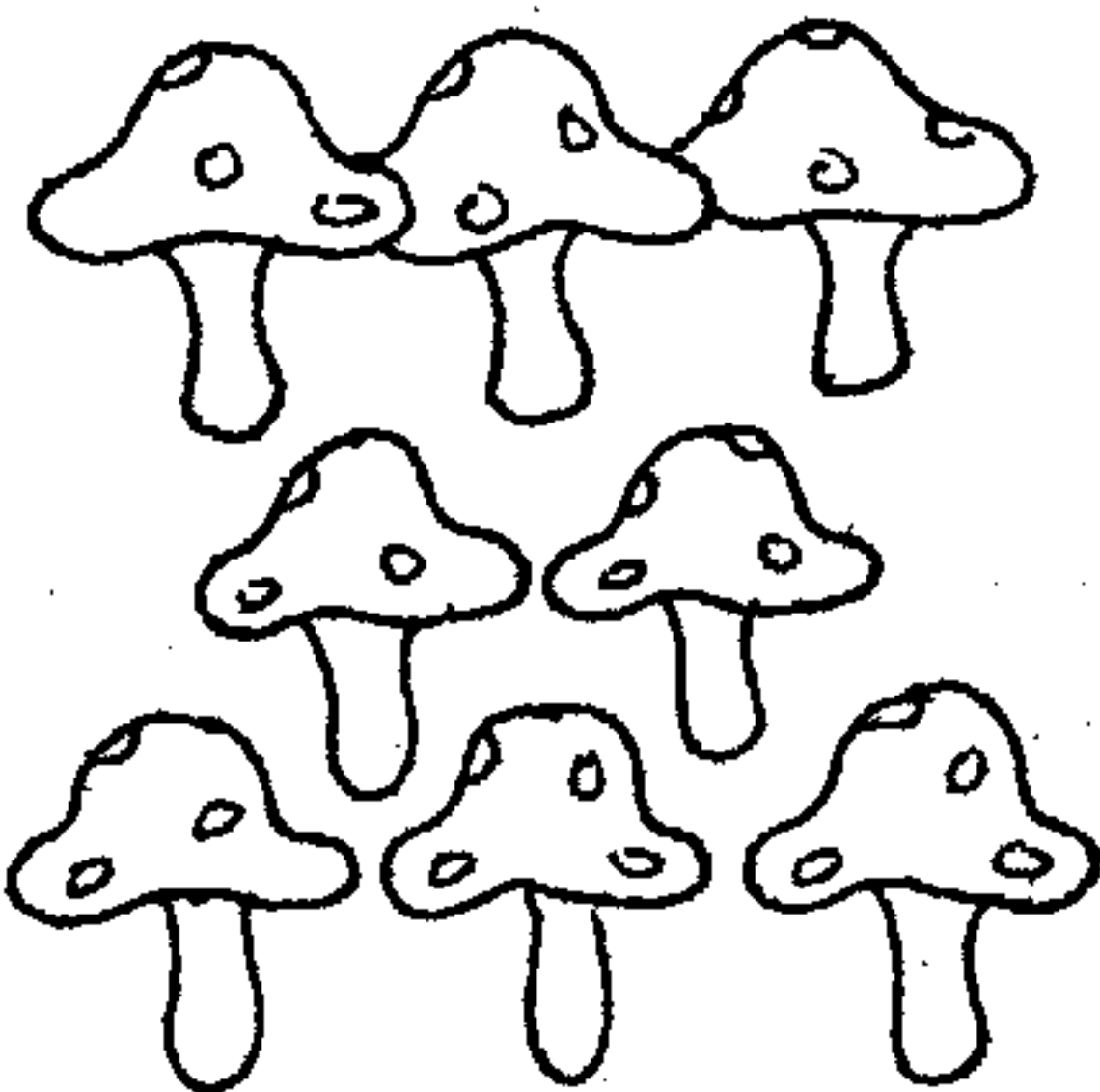
Level: Prep	Term: 1
Week: 8	Day: 1

Count and write

____

____

____

____

Lesson Plan

Level: Prep
Term: 1
Week: 8
Periods: 2
Day: 2
Topic: Shapes

1. **Objective**: Children will be able to write spellings of shapes.

2. **Function:** Writing, colour.

3. **Material**: Black board, work books, pencil, eraser, colour.

---

4. **Procedure**:

Explain the work sheet on the board that they have to write spellings of shapes in front of the given shape.

Lesson Plan

Level: Prep
Term: 1
Week: 8
Period: 1
Day: 3
Topic: Number in words.

1. **Objective**: Children will be able to write number in words independently.

2. **Function:** Writing and colouring.

3. **Material**: Black board, work books, pencil, eraser, colour.

---

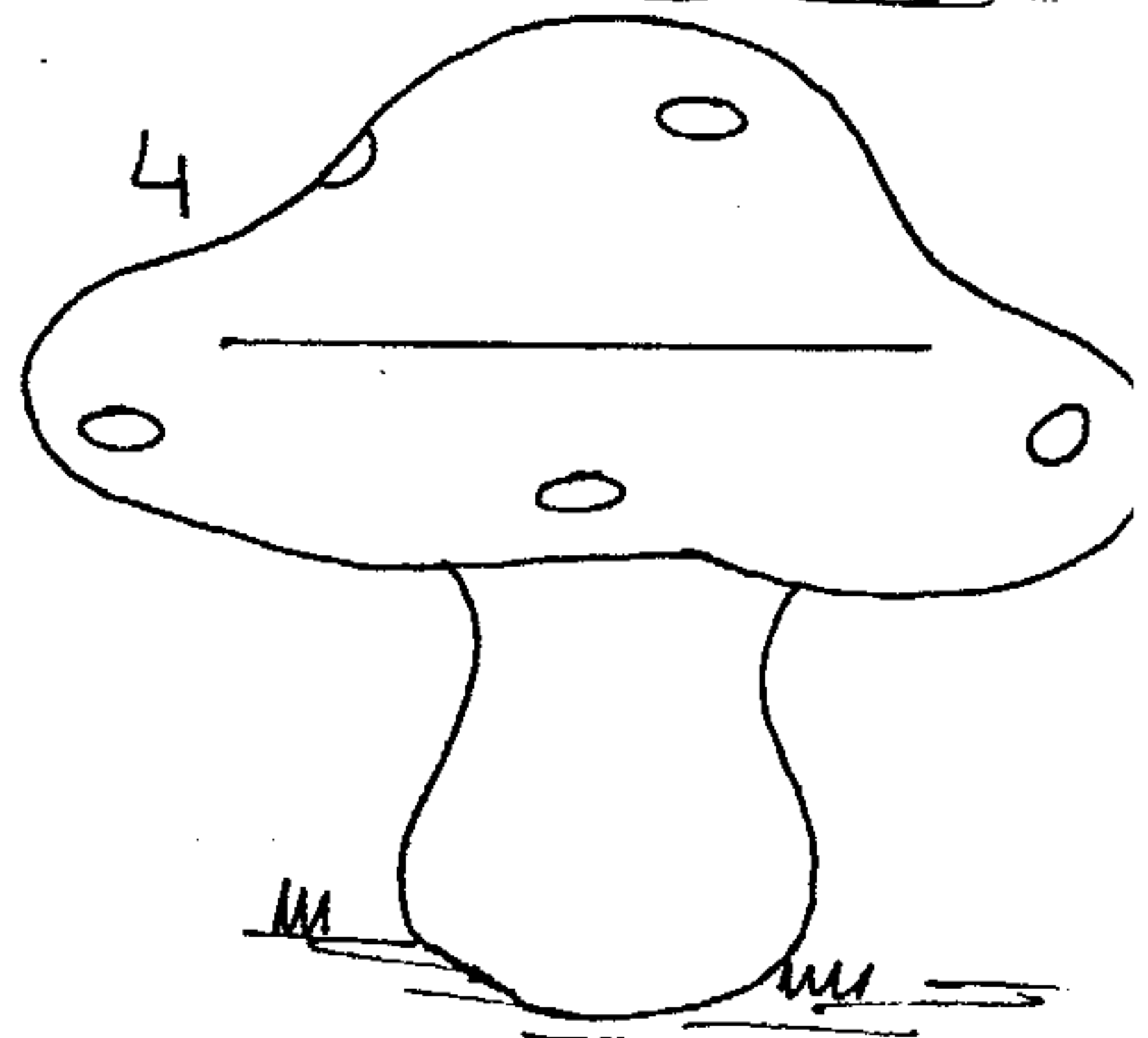
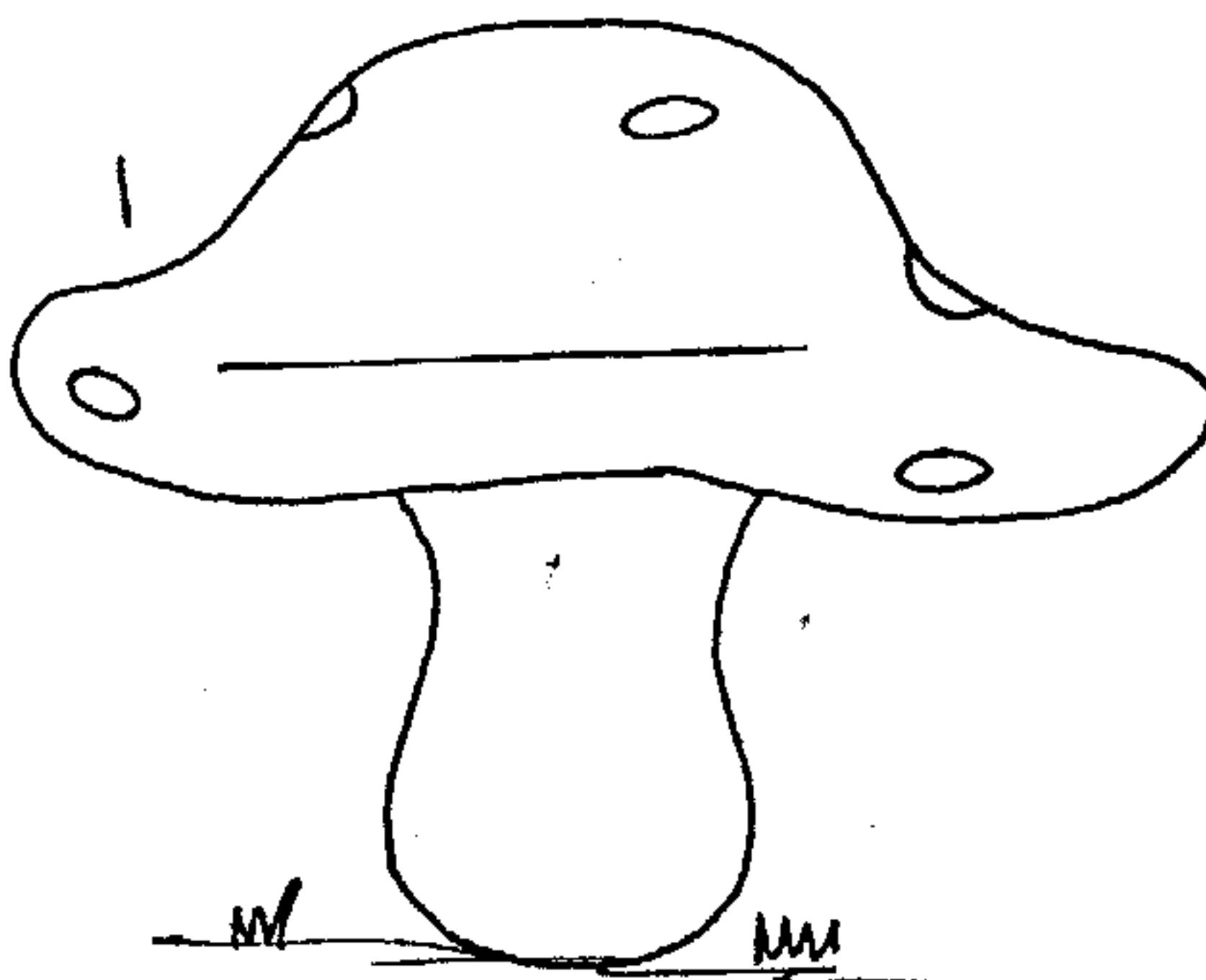
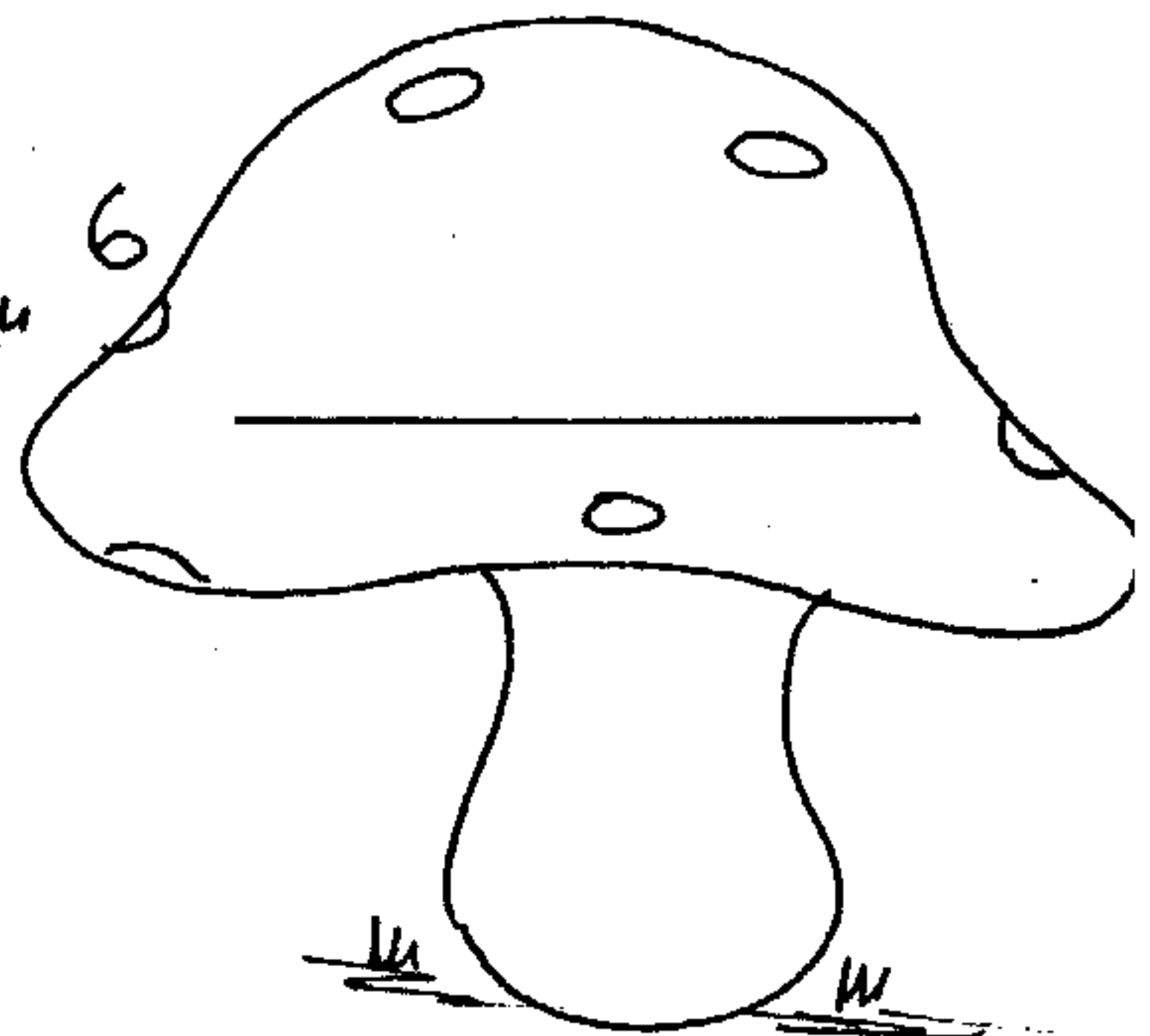
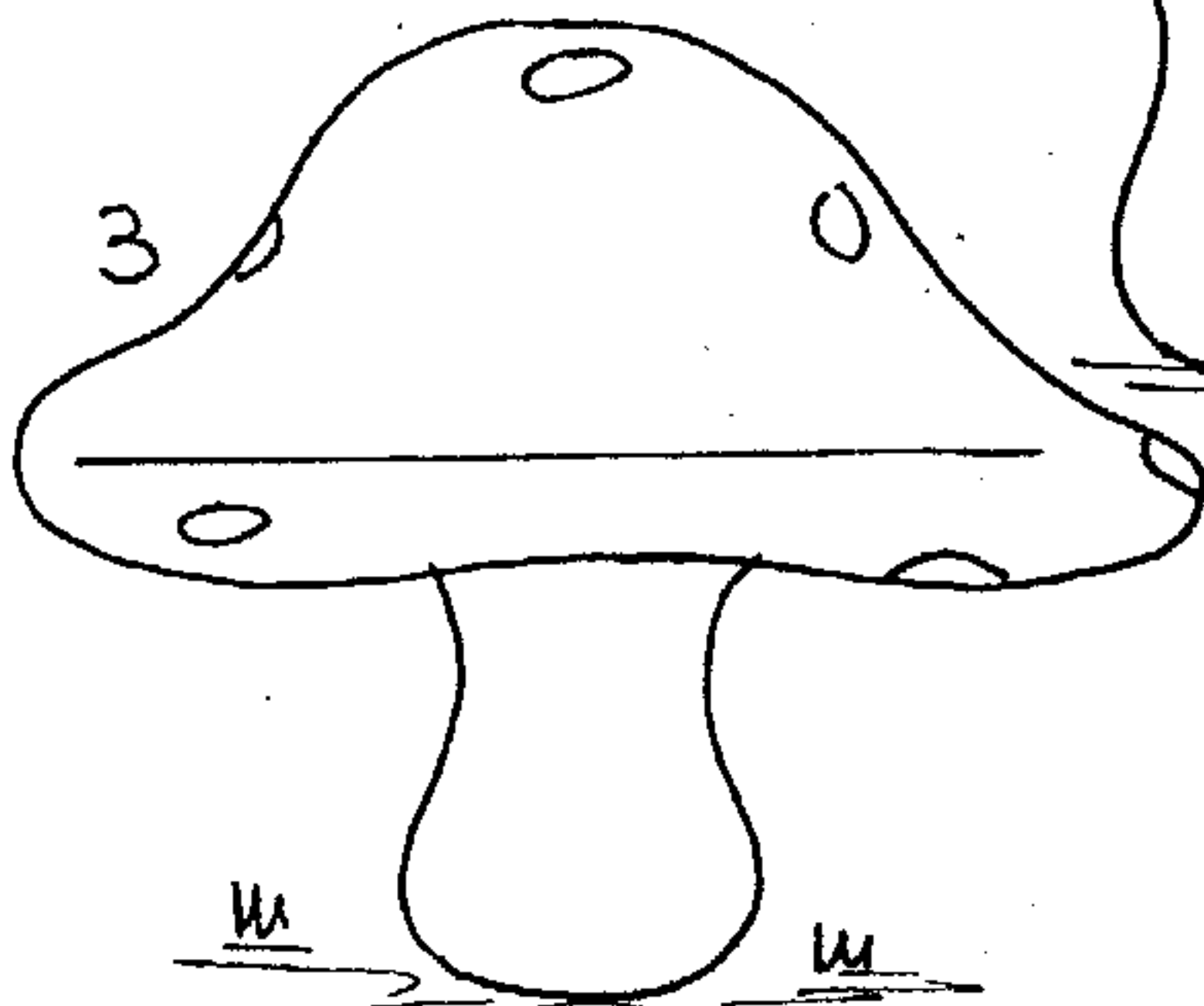
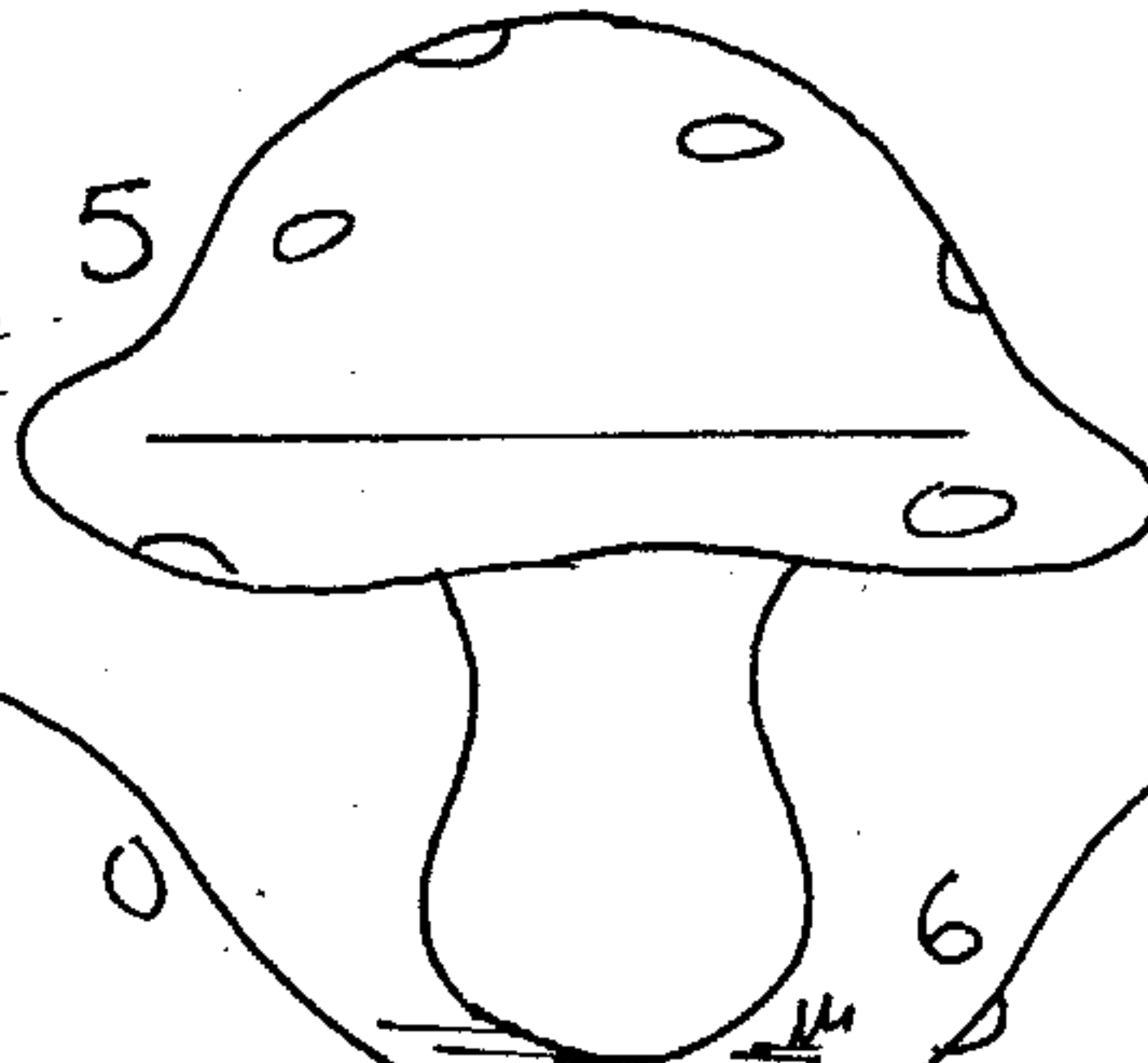
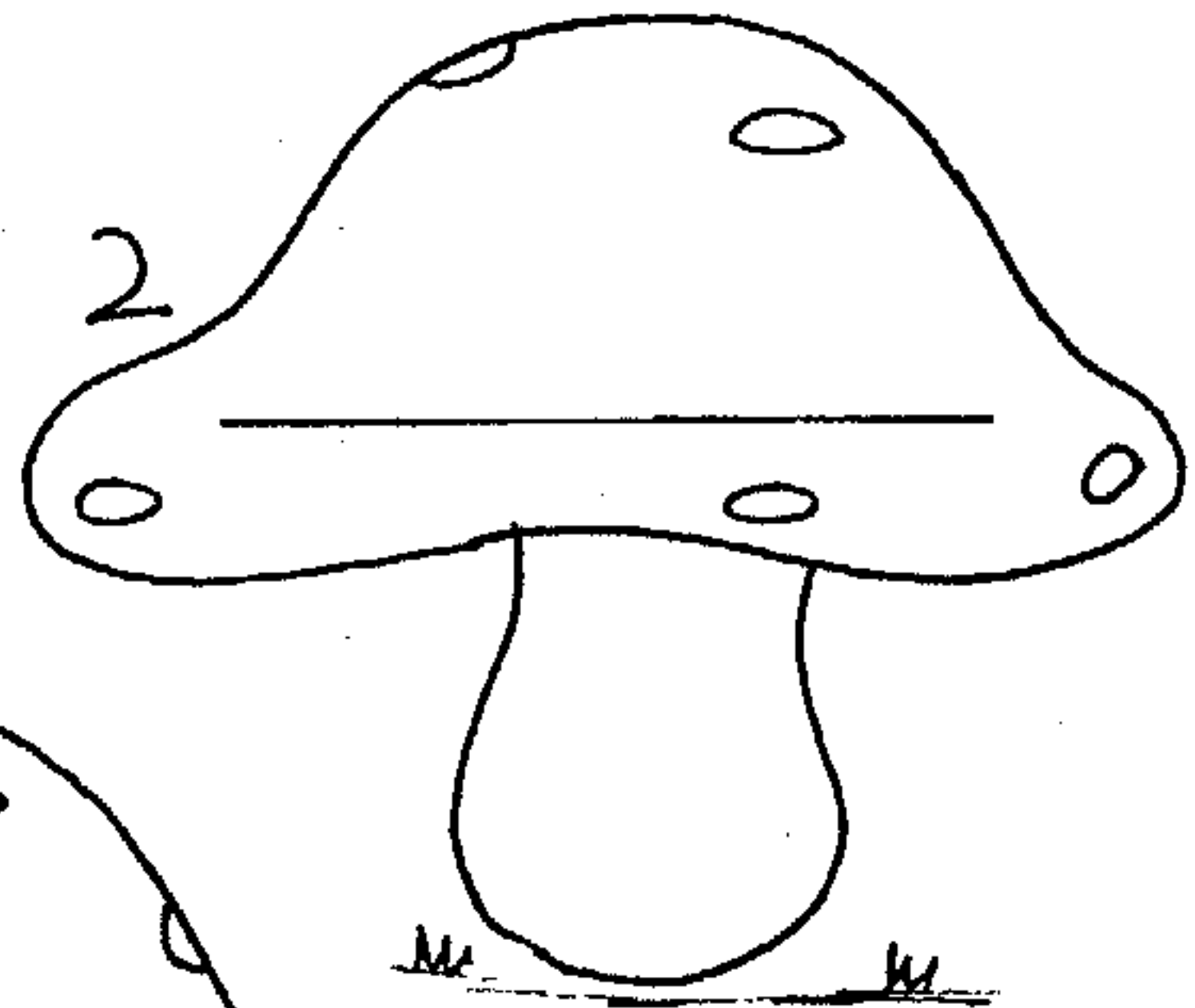
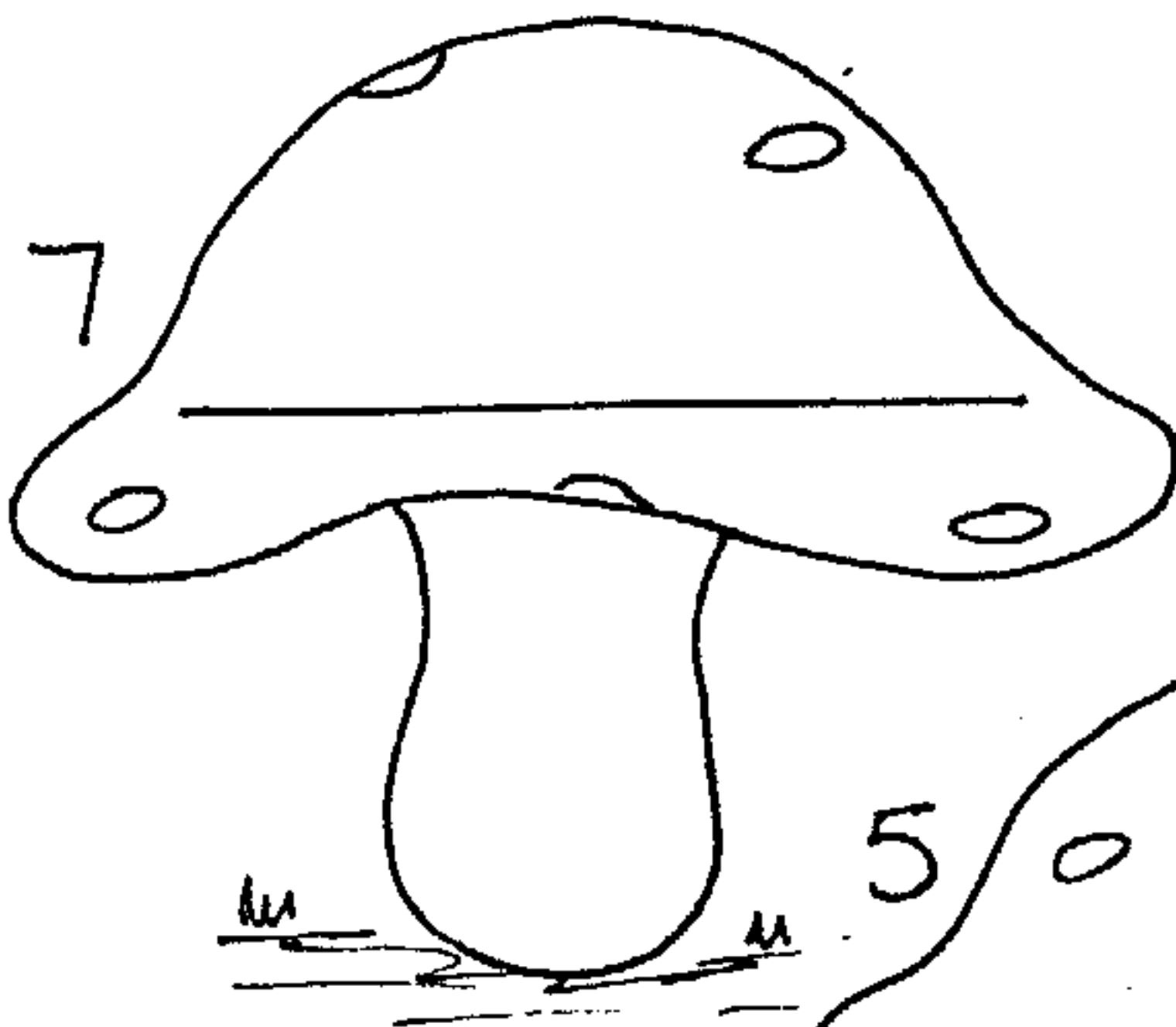
4. **Procedure**:

Explain the planned work that they have to write spellings of the numbers.

Assessment sheet
Worksheet

Date: ______________________ Day: ________________

Level: Prep	Term: 1
Week: 8	Day: 3

Write numbers in words

Lesson Plan

Level: Prep
Term: 1
Week: 8
Periods: 2
Day: 4
Topic: Missing numbers.

1. **Objective**: Children will be able to write the missing numbers to complete the sequence.

2. **Function:** Writing colouring.

3. **Material**: Black board, work books, pencil, eraser, colour.

---

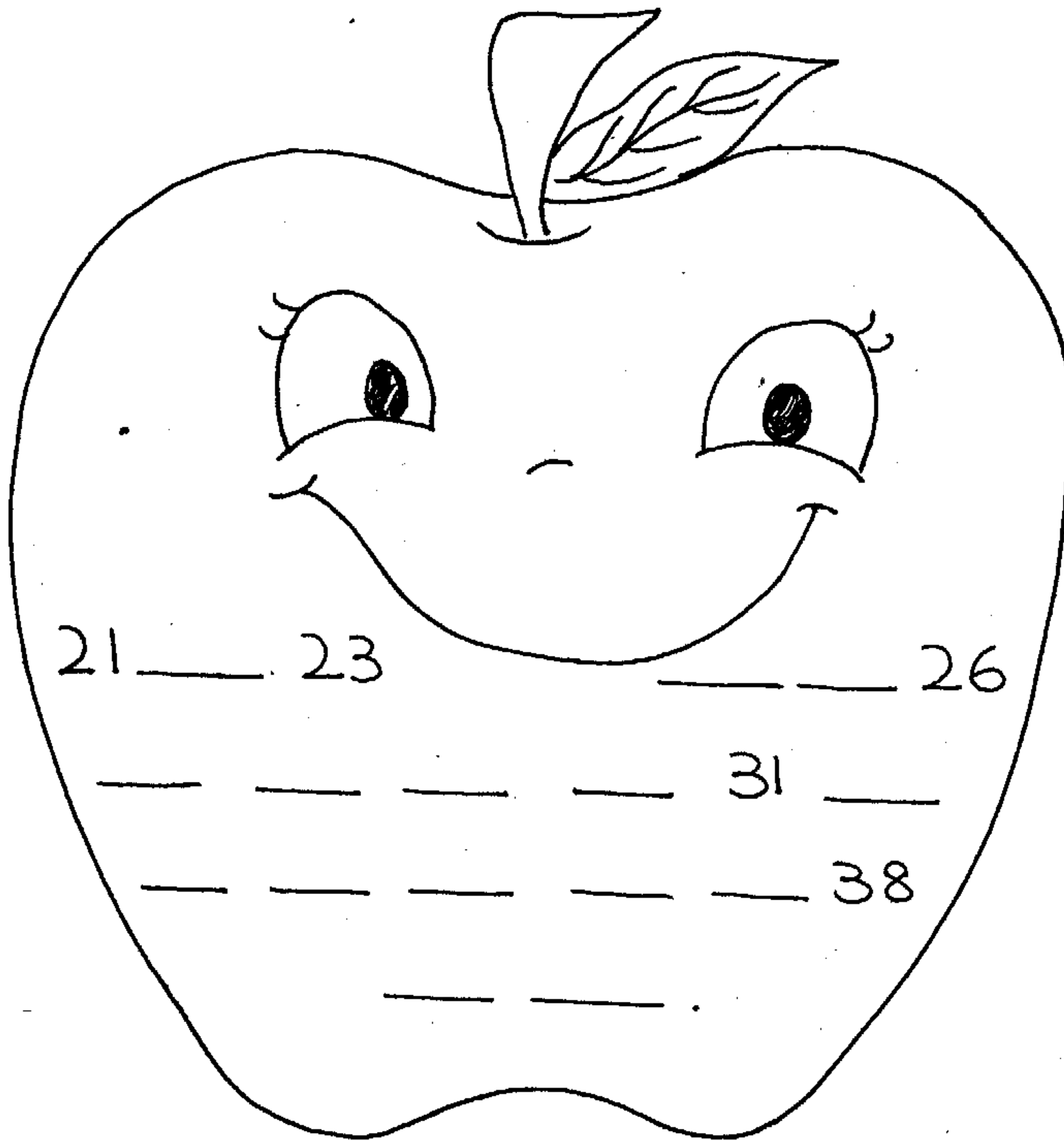
4. **Procedure**:

Explain the task on the board that they have to write the missing numbers to complete the sequence.

Assessment Sheet
Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 8	Day: 4

Write the missing numbers

Lesson Plan

Level: Prep
Term: 1
Week: 8
Periods: 2
Day: 5
Topic: Concepts.

1. **Objective**: Children will be able to understand the concepts.

2. **Function:** Drawing, colouring.

3. **Material**: Black board, work books, pencil, eraser, colour.

---

4. **Procedure**:

Explain them on the board that they have to draw the pictures of required size.

Assessment Sheet

Worksheet

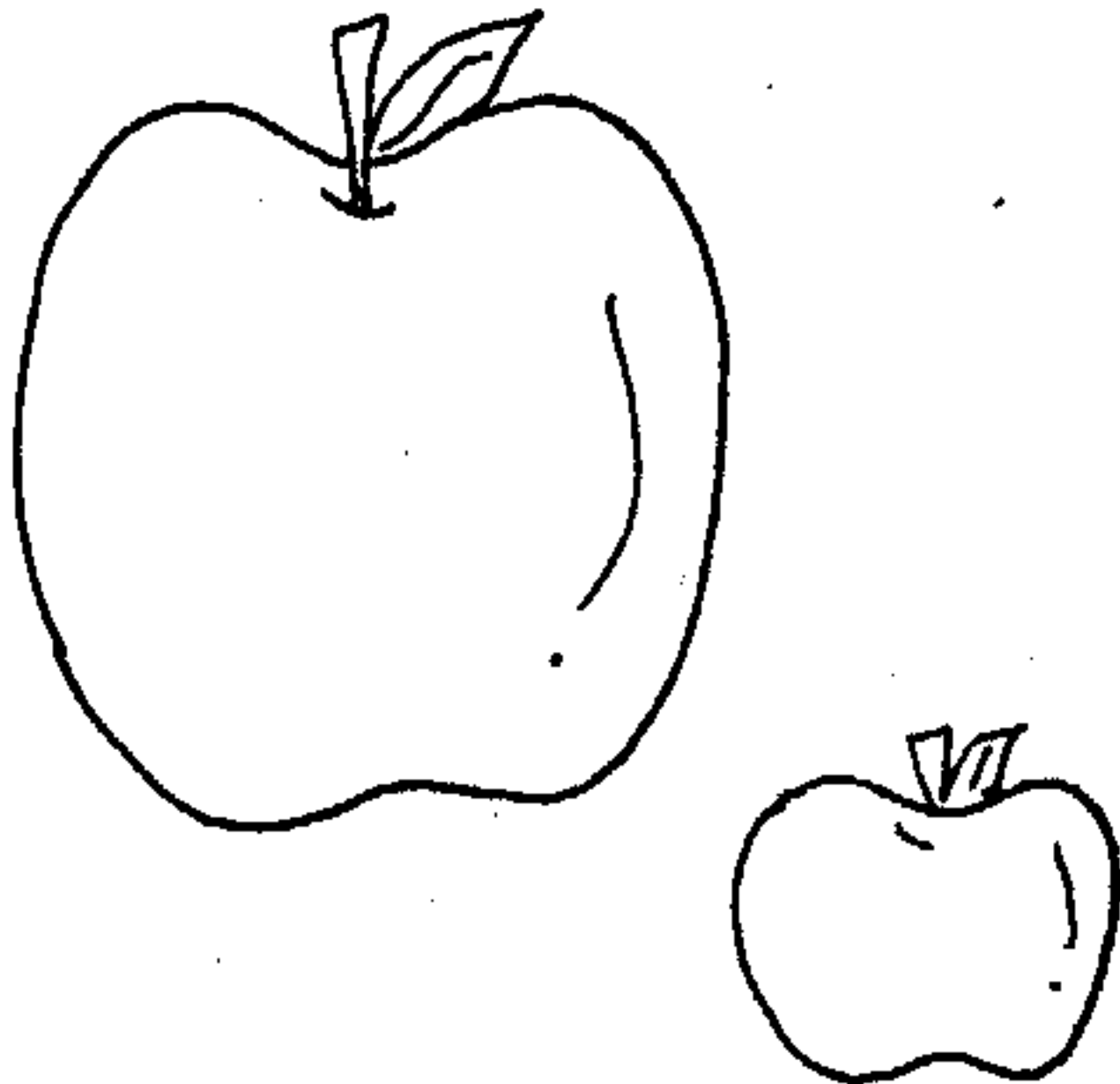
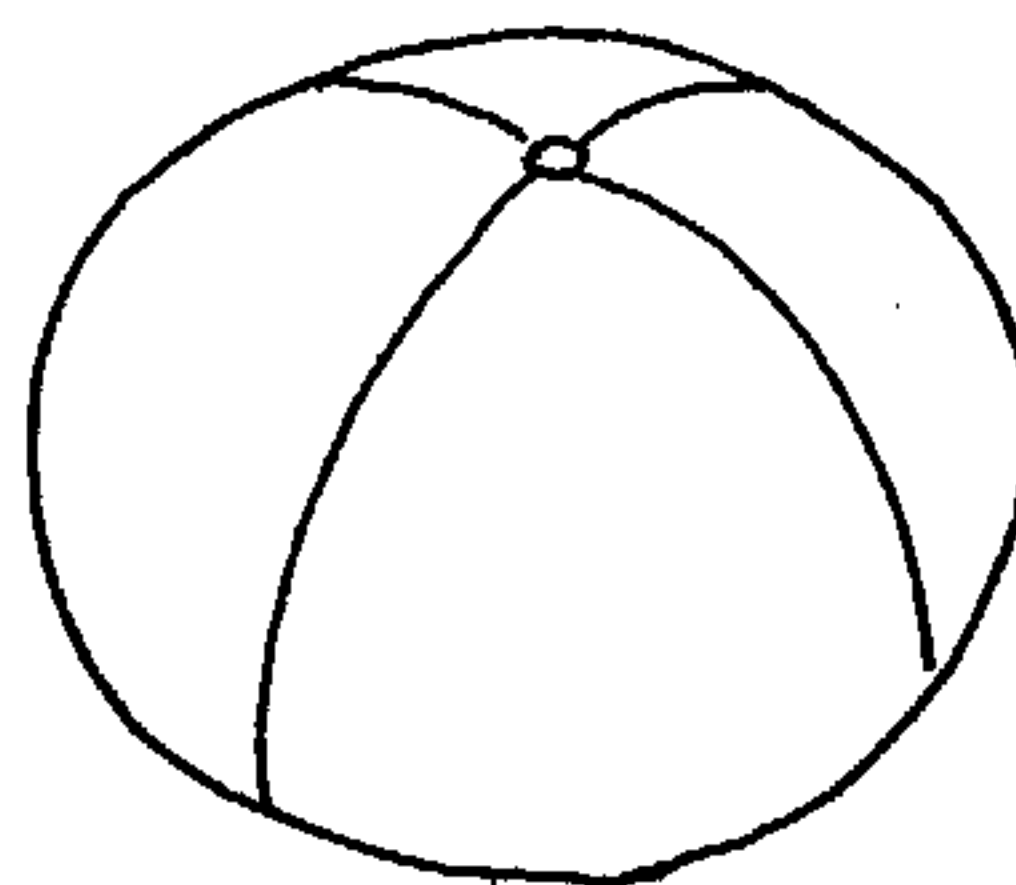
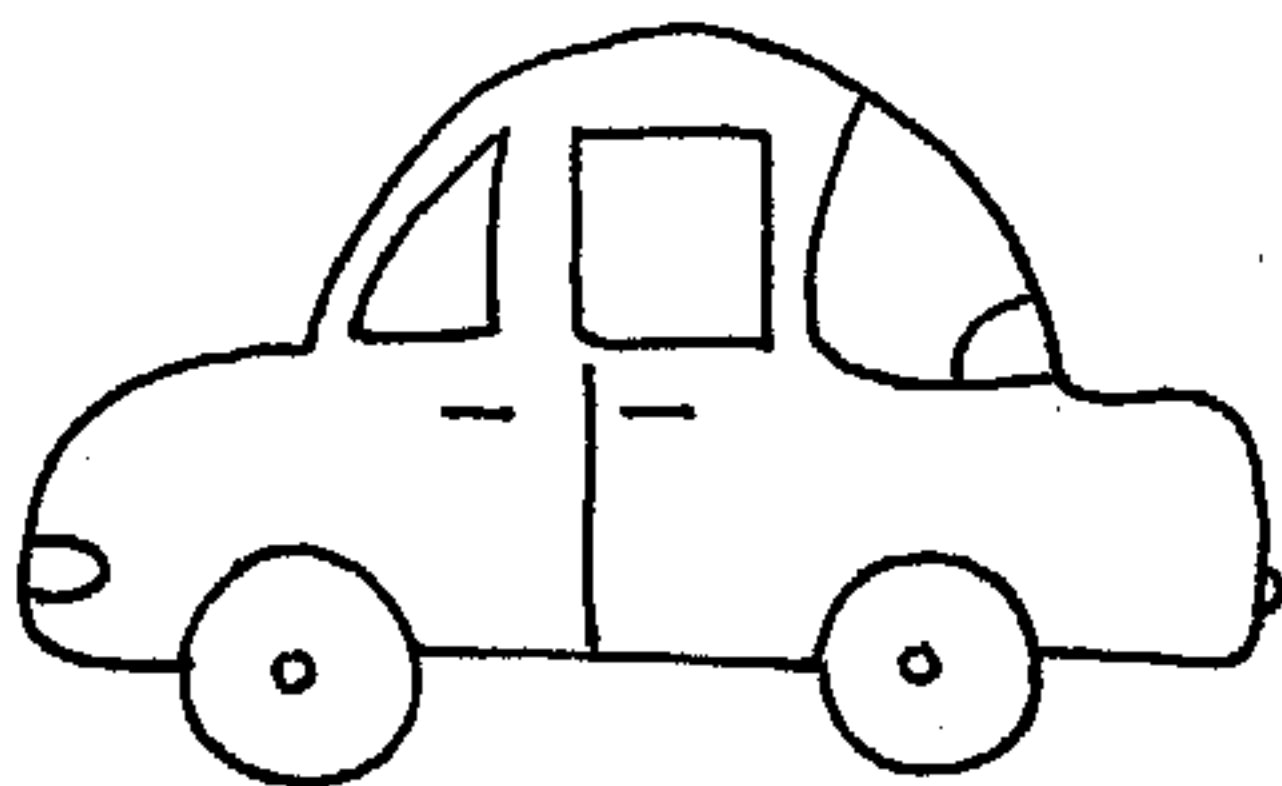
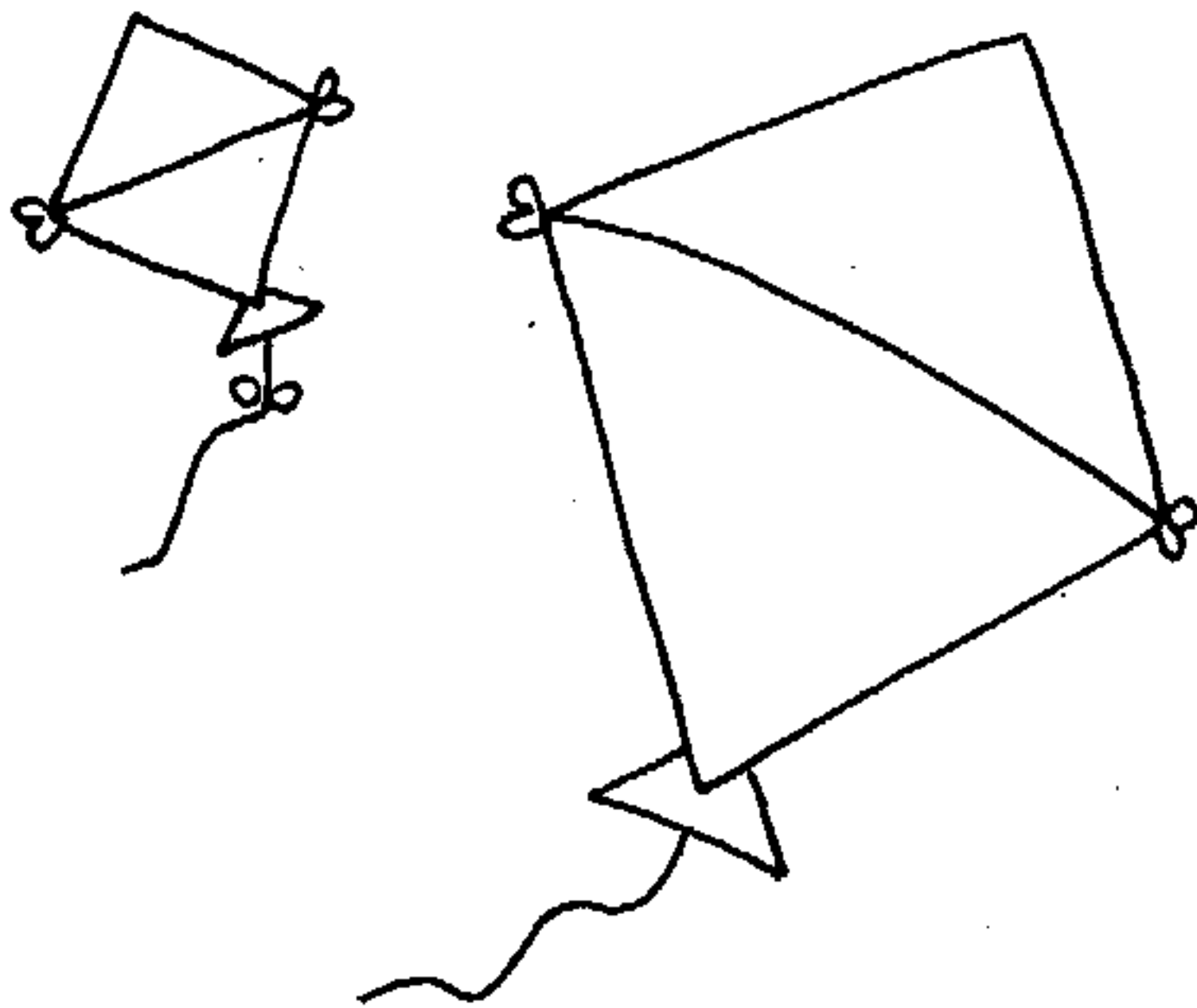
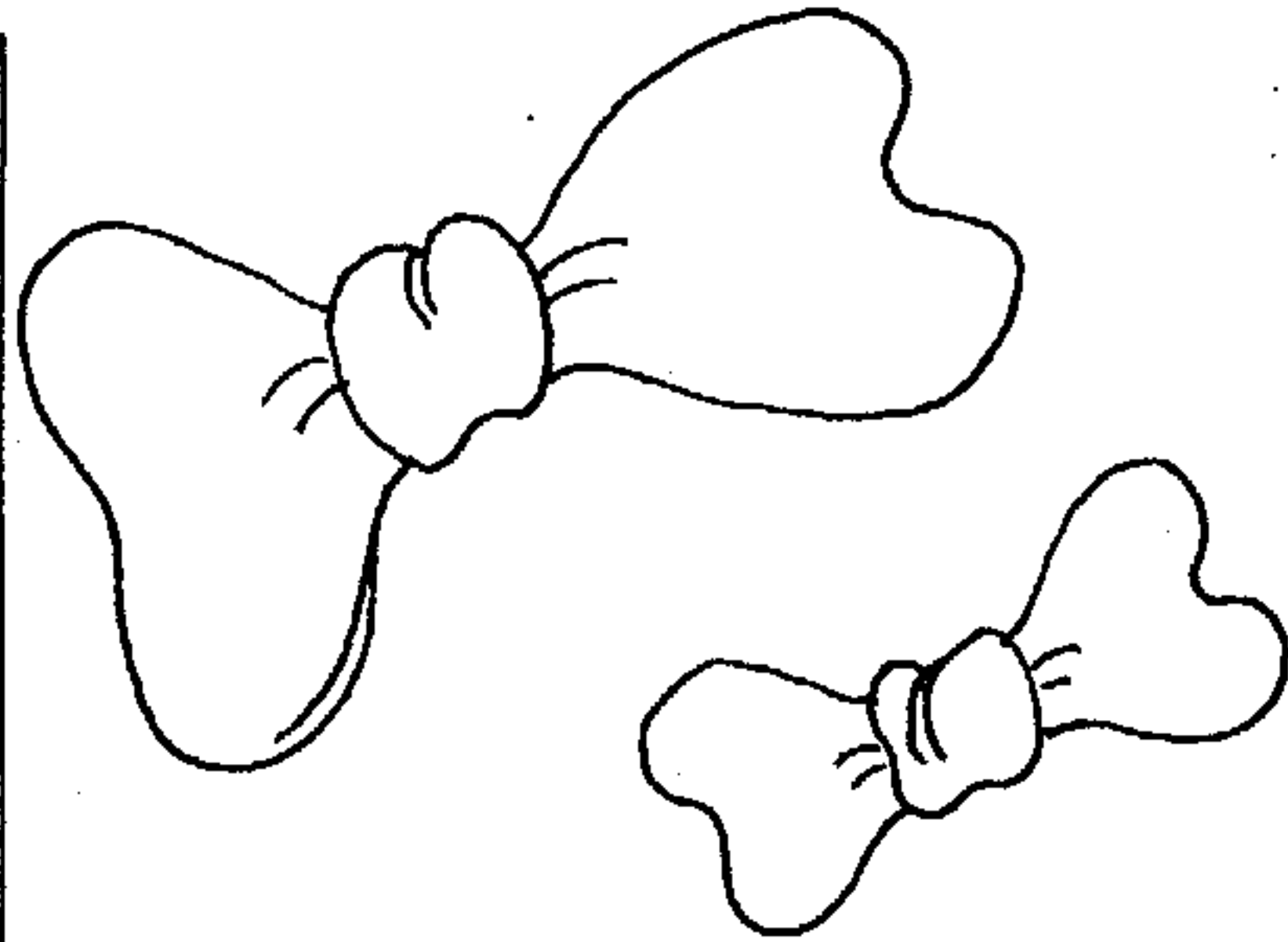
ate: ______________ Day: ______________

Level: Prep
Week: 8

Term: 1
Day: 5

Concepts

Draw a long pencil and a short pencil

Draw a big ball and a small ball

Lesson Plan

Level: Prep
Term: 1
Week: 8
Periods: 2
Day: 6
Topic: What comes after/before

1. **Objective**: Children will be able to write required number before / after.

2. **Function:** Writing, colouring.

3. **Material**: Black board, work books, pencil, eraser, colour.

---

4. **Procedure**:

Explain the task on the board than write before / after numbers in front of the given numbers.

Assessment Sheet

Worksheet

Date: ____________________ Day: ________________

Level: Prep	Term: 1
Week: 8	Day: 6

What comes after/before

_____ 3 _____

_____ 10 _____

_____ 31 _____

_____ 7 _____

_____ 29 _____

_____ 13 _____

_____ 8 _____

_____ 15 _____